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ABSTRACT

This report on the results of a new program to systematically examine and strengthen the role of the library in the college's instructional process is organized into three main sections: situational analysis, needs assessment, and action planning. The first section discusses current developments in higher education, including economic trends, state and federal aid, tuition, enrollments and academic trends; the Manchester College profile in the context of its historical background, statement of purpose, academic program, faculty and student populations, financial status, and administration and policy formation; and the library profile, including trends in libraries and library service, physical facilities, the collection, acquisitions, reference, circulation, technical services, job descriptions, the library committee, and current policies. The results of surveys of the needs of library users, library services and management needs, and institutional and library policy making are reported in the second section. The concluding section summarizes what needs remain and how those needs may be met, when, and by whom. Appended are 25 tables of data from faculty, student, and staff surveys, and copies of a statement on and standards for the faculty status of college and university librarians. (RBF)

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MANCHESTER COLLEGE, FUNDERBURG LIBRARY

REPORT OF THE SELF-STUDY

Using the
Small Library Planning Program
Prepared by the
Office of Management Studies
of the
Association of Research Libraries

Manchester College
North Manchester, Indiana
1980

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PREFACE

The Library Self-Study undertaken during the 1979-1980 academic year required hundreds of person-hours of work from the members of the Study Team. They met with the Office of Management Studies consultant for two days prior to the Manchester Faculty Workshop in August and had six other two-hour team meetings during the fall term. Parts of the team met with additional faculty members for eighteen additional subcommittee meetings and worked many hours individually gathering data and drafting reports which analyzed the present status of academic libraries, our college, and our library, and which synthesized the collected data on library related needs. In January the Self-Study Team met in the first of seventeen two-hour action-planning meetings, during which they carefully examined the information that the subcommittees had presented and judiciously selected ten needs for immediate attention. The final editing of the complete report fell to the chairperson, Associate Academic Dean Rowan K. Daggett, requiring many added hours of work in late May.

In addition to Dr. Daggett, the Self-Study Team consisted of the four library faculty members, Dr. Carl H. Caldwell and Dr. David P. Kreps. Assisting on the subcommittees were Dr. Charles E. Boebel, Dr. Dwight B. Beery, Dr. William L. Scott, Professor June E. Enoch and Professor James A. Shively. Extra work was assigned to the library secretary, Beverly Snavely; and other library staff members, Linda Richards and Norma Leininger, often carried willingly responsibilities that were not theirs.

Joyce Leckrone chaired the Needs Assessment Subcommittee and served as secretary for the Study Team. Dennis Sampson chaired the Situational Analysis

Subcommittee for which Doris Stephenson assembled our library's records and data.

I wish to thank all of the persons named above for the investment of their expertise, their energies, their time, and their dedicated efforts during this Library Self-Study. To the rest of the faculty, staff, and students of Manchester College who cooperated by responding to questionnaires, by speaking candidly in small groups or by granting personal interviews, I also say "Thank you." Finally I wish to acknowledge the necessary assistance of the Lilly Foundation in funding this kind of study for small college libraries and of our consultant Dr. P. Grady Morein of the Office of Management Studies, Association of Research Libraries, for his understanding counsel and wise direction.

It is my hope that those interested in Manchester College's future will be able to see and to taste the fruits of this Self-Study in the months and years ahead. I commend to them a thoughtful reading of the full report.

Manchester College
June 10, 1980

J. Allen Willmert
Librarian

SUMMARY REPORT

Through the efforts of the Office of Management Studies in the Association of Research Libraries, and the funding of Lilly Endowment, Inc., Manchester is one of the first small colleges to test a new program for systematically examining and strengthening the role of the library in the college's instructional processes. Self-study programs had existed for mid-size and large university libraries, and P. Grady Morein of the OMS staff developed from them a manual more suitable for college libraries with a staff of less than ten. The manual, entitled The Small Library Planning Program, provides a plan for selecting a study team, preparing a charge to the team, and organizing sub-groups to analyze the present status of the college and library, to assess library-related needs, and to plan remedial or ameliorative action. Being the very first small library to start such a study, Funderburg Library's experience has been able to assist in refinement of the manual as well as to benefit from the plan presented therein.

During the summer of 1979, Dean Robert S. Keller, Library Committee Chairman James A. Shively and Library Director* J. Allen Willmert compiled a list of capable faculty from whom willing participants were selected to form the study team. Others from the list were asked to assist with the gathering and interpreting of data during the first two phases of the study. The Director's charge to the study team was:

1. To procure from a broad base of the campus community appropriate data that will reveal the library's present strengths and weaknesses.

---

*N.B. The term "Library Director" has been used arbitrarily throughout this summary and the full report to be clear about its reference to "The Librarian" rather than the other librarians on the faculty.

2. To assess the probable needs for various library services in the near future, particularly in the light of changing and developing technologies, and

3. To give to the library and college administration informed direction toward improved resources and services.

While he listed six concerns to be addressed during the study, he asked the team to set their own objectives in following the study outline and pledged his support of their recommendations. The guiding purpose of the study team's efforts has been to unite the several parts of the campus community in better communication, greater understanding and improved mutual planning of the Library's collections and services.

The self-study process and participants may be viewed briefly in the data columns on page 4. From an integration of the data collected in the Situational Analysis and the Needs Assessment phases of the self-study, the team identified sixty-nine separate needs in the areas of library management, collections and services. During a methodical discussion of each one, they synthesized the number to sixty concerns which were then classified on a nine-square grid according to three levels of impact and three degrees of difficulty in accomplishment. The latter characteristic was determined in some cases by the cost involved, but in others by limitations of the physical plant or by anticipated resistance to suasion.

Once more the Self-Study Team discussed each concern. In this process they relocated a few to different positions and selected ten of high priority for emphasis in the Action Planning Report, where they are presented as detailed recommendations of the Self-Study Team with target dates for completion or commencement of implementation procedure. While the ten are announced briefly below, and the nine-square grid is reproduced on page 5, the Self-Study Team urges the faculty to read the full report, copies of which may be borrowed from the library.

1. Increase the library budget request for library materials by ten percent a year for the next five years.

2. Evaluate, update, and weed the book collection and determine core collections vital to the curriculum.

3. Investigate U.S. Government depository status for the library.

4. Upgrade technical services procedures.

5. Investigate on-line bibliographic search services for the humanities and the social sciences as well as the sciences.

6. Improve communication with the faculty via the preparation of a library handbook for faculty.

7. Establish systematic communication with the Academic Policies Committee.

8. Devise a plan for systematic evaluation and promotion of library personnel.

9. Seek changes in the faculty governance structure to permit full participation of library faculty in academic processes.

10. Develop comprehensive policy statements covering operation and management of the library.

The Library Self-Study Team intends that other needs appearing in the grid on page 5 shall not be slighted and commends them to the attention of the administration and the library faculty. Some of them have already been met, some are in varying stages of progress, and some should be on agendas beyond 1981.

Sources of Data	Organization of Data	Collection of Data By	Analysis of Data & Action Planning
	SITUATIONAL ANALYSIS		
Published works	1. Current Developments in Higher Education		
Administration	a. Economic trends		
	b. Academic trends		
Classroom Faculty	c. Implications for the library	Dennis A. Sampson, Chr.	
	2. Manchester College Profile		
Students	a. Historical perspective	Charles E. Boebel	
	b. Major programs and priorities	Carl H. Caldwell	
Staff	c. Faculty and student population	Rowan K. Daggett	
Library Faculty	d. Financial status	James A. Shively	
	e. Administration and policy formation	Doris Stephenson	
Library Staff	3. Library Profile		Rowan K. Daggett, Chr
Library Reports and Records	a. Trends in libraries and library services		Carl H. Caldwell
	b. Resources of the library		David P. Kreps
College Reports and Records	c. Operation of the library		Joyce L. Leckrone, Sec
	d. Job descriptions		Dennis A. Sampson
	e. Library Committee		Doris Stephenson
	4. Development of Planning Assumptions		J. Allen Willmert
	NEEDS ASSESSMENT		
	1. Examine library needs in the institutional policy area		
	2. Analyze library needs in the user domain		
	3. Assess library needs in the service delivery area	Joyce L. Leckrone, Chr.	
	a. Personnel needs	Dwight B. Beery	
	b. Collection needs	June E. Enoch	
	c. Facilities and equipment needs	David P. Kreps	
	d. Technical Services needs	William L. Scott	
	e. Public service needs	J. Allen Willmert	
	4. Analyze Library needs in the management domain		
	a. A review of library leadership and supervision		
	b. An examination of communication within the Library		
	c. An analysis of the Library's decision-making processes		
	d. A review of Library operating policies		
	e. An examination of working and reporting relationships		
	f. A review of budgeting and control		
	5. Development of priorities		

LIBRARY SELF-STUDY - Action Planning Phase
CLASSIFICATION OF SIXTY IDENTIFIED NEEDS BY COMPARATIVE LEVELS OF IMPACT AND DIFFICULTY OF ACCOMPLISHMENT

Low Impact--High Difficulty	Medium Impact--High Difficulty	High Impact--High Difficulty
To relocate & supervise music listening area To provide for promotion of librarians To relocate CBI table in reference area To purchase memory typewriter To improve seating accommodation To provide fewer carrels, more tables	To purchase additional sloped periodical shelves To investigate on-line literature searching options To purchase computer terminal desk To initiate a periodic all-faculty orientation program To provide for library representation on Academic Policies Committee	To increase budget allocation for library resources To carpet technical services area To evaluate, update, weed, and balance the entire collection
Low Impact--Medium Difficulty	**Medium Impact--Medium Difficulty**	**High Impact--Medium Difficulty**
To improve control and use of typing room To provide storage space for little used materials To sponsor a book exchange area outside the library	To purchase additional OCLC terminal with technological improvements To purchase additional book trucks To purchase additional shelf list cabinets To rearrange technical services area To plan phonorecord cleaning and preservation To adjust lighting and/or rearrange seating	To improve continuous maintenance of equipment To improve arrangement of current periodicals and reference area To focus on wise and careful materials selection To assure adequate comprehensiveness in subject areas to support curriculum To re-examine and re-evaluate current periodicals subscriptions and microform backfiles To develop comprehensive policies statements To reassess duties and responsibilities assigned to each library faculty and staff member To provide directional signs To take steps to reduce vandalism of library materials To promote course-integrated bibliographic instruction and develop handbook
Low Impact--Low Difficulty	**Medium Impact--Low Difficulty**	**High Impact--Low Difficulty**
To improve security measures To sell duplicate periodical runs To sponsor the Library Director's attendance at a library management seminar	To provide screen and chalkboard in East Room To provide seminar room in library To assess impact of new books available in paperback only To check for unreasonable delays in acquisitions and processing To provide more frequent shelving of materials during busy periods To provide additional aids to finding Curriculum Lab. resources To have one faculty study room permanently unassigned for impromptu, short-term scheduling through the library secretary. To incorporate library use data in departmental weight formula	To revise OCLC profile To use label making capability of OCLC terminal and printer To paint technical services area To improve control of "held-for-binding" periodicals To initiate systematic evaluation of personnel To schedule interpersonal communications workshop To improve internal communications To schedule regular staff meetings and library faculty meetings To improve reference and research aid To clarify role of library committee To improve new student orientation To improve new faculty orientation To investigate U.S. Gov't Documents depository status To improve communications with faculty To eliminate drafty conditions To make East Room more comfortable and inviting for study

SITUATIONAL ANALYSIS

MANCHESTER COLLEGE LIBRARY SELF-STUDY

1979 - 1980

Prepared by the Situational Analysis Subcommittee

Dennis A. Sampson, Chr.
Charles Boebel
Carl H. Caldwell
Rowan K. Daggett
James Shively
Doris Stephenson

CURRENT DEVELOPMENTS IN HIGHER EDUCATION

1. Economic Trends

The following statements are self-evident assumptions concerning economic trends in higher education: (1) Costs will continue to rise both for institutions and for students; (2) Inflation will cause continuing increases in building costs, maintenance costs, and salaries; (3) Energy costs will continue to rise as fuel shortages persist and allocation problems develop; (4) Economic problems will continue even if a recession should somewhat slow the rate of inflation; (5) Building programs may be slowed or curtailed; and (6) The number of available students will shrink as competition for dwindling financial aid increases.

For the past several years Manchester College has emphasized thrifty management. Members of the college community have been urged to conserve energy and to manage budgets responsibly. However, utility cost increases have overpowered the conservation effort. President A. Blair Helman reported in April, 1979, that the actual cost of electricity was up fifty-two percent from the previous year, gas was twenty-two percent higher, and water increased by eighteen percent. In the past ten years the cost of electricity has risen 318 percent, gas 306 percent, and fuel oil 372 percent.

As costs continue to rise the income of the institution must also rise. Therefore, administrators have had to work harder than ever at the job of fund raising. In spite of the myriad fiscal pressures, Manchester College has managed to operate in the black year after year. In his annual report for 1979, President Helman said: "I am gratified to report that the financial position of the College is sound, that we operated within our available resources and closed the fiscal year with a balance of $19,632.78 (unrestricted) in the Current Funds, and that

our fund balances totaled $22,032,334.40, an increase of $897,367.91 over June 30, 1977."

While Manchester has prospered and moved ahead towards raising $3.5 million for a new physical education and recreation center, other colleges have not been so fortunate. Between 1970 and 1978, 120 private colleges closed, forty merged with other private or public institutions, and sixteen came under public control.

2. State and Federal Aid

State and federal governments will continue to be important in funding colleges and universities, and the relation between higher education and government will continue to be problematic. A recent article in The Chronicle of Higher Education reports that many presidents of small colleges believe there is "too much government regulation" and "too little government aid." One concern of small college presidents is that government regulations might "homogenize" small colleges. In the words of Gary Quehl, President of the Council for the Advancement of Small Colleges: "With the loss of individuality they might lose a basic element of success." But colleges and universities, private as well as public, need the state and federal governments, and if an economic downturn or shrinking pool of potential students causes reductions in state and federal education budgets, economic competition in higher education will become even more severe.

Manchester College continues to rely upon the state and federal governments for gift aid and loans. Table 1 in the Appendix (p. A1) shows the place of government gift aid and loans between 1974 and 1979. Table 2 in the Appendix (p. A2) reports the place of federal and state gift aid and loans in the entire program of student financial assistance for academic year 1978-79.

In April, 1979, President Helman reported: "The growing role of government in assisting students to finance their college education is demonstrated

by the fact that our students used $1,781,479 from agencies of the state and federal governments in the form of scholarships and grants, loans and guaranteed loans, and work study funds."

3. Tuition

As costs to institutions rise, costs to students rise as well. The Manchester College Catalog lists the annual basic costs for full-time undergraduate students in 1979-80 as follows:

Tuition (12-15½ semester hours in fall and spring terms and up to 3½ semester hrs. in Jan.)	2,690.00
General Fee Charge	180.00
Room--Double Occupancy	640.00
Board--Pre-paid Plan	760.00
	4,270.00

Since 1975, when the annual cost was $3,240.00, fees have risen at an annual rate of $250.

In spite of rising costs at Manchester, the College ranks eighteenth in cost among thirty-one colleges in Indiana, and fifth among six Church of the Brethren colleges. The cost of attending Manchester in comparison with these institutions is shown in Table 3 of the Appendix (p. A3).

4. Enrollments

Recently enrollments in higher education in Indiana have remained steady or increased slightly. In Fall 1976, there were 222,182 resident and extension students enrolled in Indiana colleges and universities. There were 228,109 in Fall 1977, and 227,001 in Fall 1978.

Statistics for enrollments at Manchester College show that the College has, for the most part, followed the pattern of the state.

The President's Report to the Trustees

April 20, 1979

Spring Term

Class	1974-75	1975-76	1976-77	1977-78	1978-79
Freshmen	327	296	321	299	349
Sophomores	257	268	250	254	254
Juniors	264	218	216	202	218
Seniors	211	258	225	198	189
Unclassified & Special	2	3	11	5	4
Post-Graduates	11	2	8	3	1
Graduates	0	2	0	0	0
TOTAL FULL-TIME	1,072	1,047	1,031	961	1,015
Part-Time - Undergraduates	60	41	42	54	71
- Graduates	44	33	27	21	8
GRAND TOTAL	1,176	1,121	1,100	1,036	1,094

Statistics for the state of Indiana also show that the number of students enrolled in independent colleges and universities has declined only slightly. There were 52,930 resident and extension students enrolled in independent colleges and universities in Fall 1976, 52,794 in Fall 1977, and 52,273 in Fall 1978. A more detailed analysis of enrollment in Indiana colleges and universities for 1977 and 1978 appears in Table 4 of the Appendix (pp. A4-5).

Enrollments at Manchester for Fall 1979 were higher than those a year earlier: 1,192 full-time students, and a grand total of 1,237. Seventy new students were transfers in Fall 1979, compared with thirty-seven transfers in Fall 1978. To accommodate the additional students, the third floor of Oakwood Hall and the first floor of Calvin Ulrey Hall were reopened.

However, statistics and projections show that there will soon be a significant drop in the number of high school graduates. Nationally the number of high school graduates is projected to drop from three million in 1980 to about 2.6 million in 1985. In Indiana, public school enrollments have declined sharply, from 670,000 in 1968 to 555,000 in 1978. The decline is projected to continue at about the same rate. Wabash County and neighboring counties in northcentral Indiana show significant declines in public school enrollments. Table 5 in the Appendix (p. A6) details the decline in Indiana public school enrollment.

The decline of the public school population is a matter of national concern. Humphrey Doermann, Executive Director of the Bush Foundation and author of Crosscurrents in College Admissions, estimates that the number of high school graduates going on to college will be down from 1,886,000 in Fall 1978 to 1,612,000 in 1984, a decline of 274,000. He believes that increases in state and federal aid might reduce the loss to 74,000.

5. Academic Trends

Several academic trends began in the early and mid 1970's: (1) Colleges decreased their general education requirements; (2) Students chose more specialized fields of study; and (3) Students chose fields of study in which economic prospects were brightest and began to abandon some traditional fields of study.

In 1978, The Chronicle of Higher Education reported the results of a study called Changing Practices in Undergraduate Education. The study was prepared by the Carnegie Council on Policy Studies in Higher Education. Among the Council's conclusions were the following:

(1) "General education courses required of all students to assure some breadth in their education declined from an average of forty-three percent of the curriculum in 1967 to thirty-three percent in 1974."

(2) "In their choice of electives, students tended to choose more courses in the same general area as their field of specialization although outside the department of their major."

(3) "The choice of electives revealed a particularly strong trend away from the natural sciences."

(4) "The percent of institutions requiring foreign language dropped from seventy-two percent in 1967 to fifty-three percent in 1974; during the same period those requiring English dropped from ninety percent to seventy-two percent."

(5) "On the average the decrease in required course work was greatest in the humanities and least in the natural sciences."

According to the Office of Admissions, recent evidence suggests that colleges and universities may be returning to more substantial general education requirements. Manchester has not wavered from a significant distribution requirement as part of its commitment to education in the liberal arts. From 1968 to 1976, thirty-three percent of the graduation requirements for the Bachelor of Science Degree and thirty-three percent to forty-four percent of the graduation requirements for the Bachelor of Arts Degree were in general education. After the curriculum revision of 1976, general education requirements remained, though students had greater freedom in their choice of electives. Thirty-eight percent to thirty-nine percent of the graduation requirement for the B.S. and thirty-four percent to forty-one percent of the requirement for the B.A. are in general education. Because of the general education requirements, Manchester students continue to receive broad rather than specialized educations. Even students pursuing the Associate of Arts Degree must spend twenty-five of a total of sixty-four hours in general education.

Figures listed in the publication From High School to College: An Overview show that in a time of economic uncertainty, students throughout the country

continue to choose majors which hold some hope of a bright economic future. Since 1970, business and management majors have retained their attraction for men and have increased significantly for women. In 1970, 22.1 percent of bachelor's degrees granted to men were in business and management. This increased to 22.8 percent in 1977. By 1977, 6.7 percent of the women were also majoring in business and management. Among men, engineering increased from 10.4 percent to 16.3 percent. In contrast, both education and sccial sciences showed declining percentages for both men and women. (Table 6 in the Appendix, pp. A7-8)

According to information compiled by Educators' Information Service, as reproduced in Table 6, employment opportunities continue to diminish while a higher percentage of college graduates are underemployed than was the case ten years ago. Job prospects are dim in government and education but are much brighter for those majoring in business, accounting, engineering, and electronics.

The relative popularity of majors in specific disciplines rather than across disciplines at Manchester College parallels national trends. The most notable gains in majors are in business and accounting. See Table 7 in the Appendix (p. A9) for a detailed comparison of majors completed by baccalaureate graduates at Manchester between 1974 and 1978. New majors such as social work, medical technology, and computer mathematics may attract graduates to these relatively specialized, vocationally oriented fields. Traditional majors in the humanities, natural sciences, and social sciences remained relatively constant, with significant gains in political science. The interdisciplinary major is the least popular major at Manchester. A divisional breakdown shows gains made in the Social Science Division since 1974, because of the increasing popularity of economics and business, and a drop of nearly four percent in the Natural Science Division. This pattern corresponds to national trends.

The Office of Admissions has compiled records on prospective students lost to Manchester, and such records give information concerning the academic interests of contemporary students. That office reports that students canceling their applications to Manchester most frequently chose the following institutions in this order: (1) Ball State University, (2) Indiana State University, (3) Anderson College, (4) Hanover College. These students most frequently reported cost as the reason for cancellation, followed by lack of "a thorough program in the area of my academic interest." Dissatisfaction with the location or the size of Manchester were the next most frequently given reasons. In listing the disadvantages of attending Manchester, students mentioned "curriculum not diversified" fourth most frequently, behind high cost, location, and condition of dorms. On the other hand, in listing Manchester programs they knew to be good, students from Indiana most frequently named accounting, business, pre-medicine, and mathematics; students from Ohio named accounting, business, education, and English; students from Illinois named natural sciences, business, liberal arts and academics; and the one response from Michigan named business.

The Office of Admissions has also compiled information on students transferring to Manchester. This information is tabulated below:

TRANSFERS: WHERE THEY ARE COMING FROM

Total - 66 as of 7/16/79

Attended:		
Junior or Community College	17	25%
Indiana State Schools	19	28%
Indiana 4 yr. Private	13	19%
Out of State 4 yr.	17	25%
Tech Schools	1	1%
Reactivated Applicants	7	10%

Note: Some attended more than one institution.

Years at previous school:		
1 yr.	38	58%
2 yrs.	20	30%
less than 1 yr.	6	9%

6. Implications for the Library

(1) As costs rise and competition for students increases, the library must expect its budget to be affected. Increasing costs of utilities might also affect library hours.

(2) If enrollments decline, library use may also decline. This trend may increase the longevity of collections and furniture and decrease the longevity of staff.

(3) If the pool of traditional students shrinks, the library may find itself increasingly meeting the needs of older persons, part-time students, and participants in special seminars and workshops scheduled for weekends and summer.

(4) Manchester's continuing commitment to the concept of liberal arts education is likely to prevent excessive development of the collection in any one area.

(5) The growing importance of business and accounting and of political science and the development of new majors suggests special attention should be paid to collections in these areas.

(6) The steady or only slightly shrinking enrollment in traditional disciplines does not mean abandoning excellence in these areas. In a world governed by fortune, their day will come around again.

7. Conclusions

In any assessment of the future of higher education, the realities are an increase in costs, especially energy costs, and a decline in the number of high school graduates. In adjusting to these realities colleges will have to make choices.

Some choices that many colleges appear to be making are the following:

(1) Increased dependence on state and federal aid.
(2) A steady rise in tuition and other costs.

(3) More costly and more vigorous recruiting programs.
(4) A decrease in general education requirements and the development of vocationally attractive areas of study.

In making these choices, colleges have voluntarily placed limitations upon their options. For example:

(1) Increased dependence on state and federal aid means a decline in cultural, economic, and administrative autonomy.
(2) A steady rise in costs means putting higher education beyond the reach of more persons. However, rising costs are offset somewhat by the increase of state and federal aid.
(3) More costly and more vigorous recruiting means a lower percentage of the budget can be spent in other areas. In addition, the use of modern promotional techniques may cause an institution to jeopardize its distinctive characteristics.
(4) A decrease in general education means a diminution of the liberal arts tradition.

Manchester College has followed national trends in all four areas, except, perhaps, for the fourth. While Manchester has expanded vocationally attractive areas of study, it has apparently remained faithful to the liberal arts tradition.

The Library will also need to come to terms with the realities listed above. Some possible choices are:

(1) Vigorous leadership that demonstrates the central place of the Library in the life of the College, at the cost of peace and quiet for the Administration.
(2) An adjustment of budgetary expectations at the cost of excellence.
(3) Willingness to serve more specialized vocational interests at the cost of breadth.
(4) Increasing selectivity in the choice of materials at the cost of completeness.

MANCHESTER COLLEGE PROFILE

1. Historical Background of Manchester College

The United Brethren Church founded a college in North Manchester, Indiana, in 1889. By 1894, they were deeply in debt and found it necessary to sell the college to the New German Baptist Brethren Church. The latter group has left such an indelible stamp on the history and character of the college that it would be helpful to look briefly at the history of the church during the period before it became involved in the life of a struggling college in rural northern Indiana.

The New German Baptist Brethren Church was one of three groups to emerge from a serious split in an older sect, the Old German Baptist Brethren, whose origins date back to 1708 in Germany. Sometimes called the Dunkards, the members of the church came to North America in 1719-1729, after their founding in Germany. In the American colonies they were a separatist group holding to the German language and a simple life style until the 1800's. Originally they were not distinguished as highly educated people, a pattern they were to continue in their life in the colonies. If anything, they became decidedly anti-intellectual as they reacted to the outside world. Indeed, as late as 1853, only fifty years before their purchase of Manchester College the Annual Meeting of the Church produced the following answer in response to the question "Is it right for a brother [i.e., a member of the church] to go to college or teach [in] the same?" Answer, "Considered, that we would deem colleges a very unsafe place for a simple follower of Christ, inasmuch as they are calculated to lead us astray from the faith and obedience to the gospel."[1] Their suspicion of education

[1]Minutes of the Annual Meetings of the Church of the Brethren (Elgin, Illinois: Brethren Publishing House, 1909), pp. 138-39.

was so thoroughgoing that they even rejected the idea of Sunday School, a form of education then spreading among America's Protestant churches.

What happened between 1853 and 1894? Put simply, the "modern" world of the nineteenth century had increasing impact on the simple Dunkards, and the need for formal education was one of these "modern" ideas to influence the church. One writer, H. R. Holsinger, later a member of the Brethren Church, suggested that the need for education resulted from the fact that numbers of elders in the churches were so ill-educated that they were illiterates, and formal education was espoused as a means of eradicating that illiteracy. Holsinger was not alone. Many others agreed with him on the need for education. The same group who supported institutionalizing formal education in the church also supported other changes: the introducing of Sunday Schools, the accepting of changes in the style of worship, and the broadening of interpretations of life style issues.

At the same time that H. R. Holsinger, Henry Kurtz, and others continued to pressure the church in Annual Conference to legitimize modernizing changes in church customs and beliefs, another faction, rejecting all change, wanted to hold the church to "primitive" ways. Practically speaking, "primitive" meant customs or ways whose origins predated anyone's memory, but people who opposed change were convinced that "primitive" meant more God-like. Hence they rejected education among a host of other modernizing tendencies.

Out of that ferment came a three-way schism: (1) a minority group, now called the Old Order Brethren, deciding that nearly complete simplicity was best and disavowing any significant change; (2) another minority group, now called the Brethren Church, deciding that the acceptance of most modernizing trends in religious matters was good; and (3) the majority group, now called the Church of the Brethren, stating its belief that moderation was best. In response to the conservative elements, the latter group made the following statement in 1880:

> Resolved . . . that while we declare ourselves conservative in maintaining unchanged what may justly be considered the principles and peculiarities of our Fraternity, we also believe in the propriety and necessity of so adapting our labor and our principles to the religious wants of the world as will render our labor and principles most efficient in promoting the reformation of the world, the edification of the church and the glory of God. Hence while we are conservative we are also progressive.[2]

The purchase of Manchester College by the Church of the Brethren in 1894 only fourteen years after the schism was a conscious, deliberate act on the part of the Church to implement an interest in education. In many respects the statement, "Hence, while we are conservative we are also progressive," could be called the motto of Church and College alike.

The Church of the Brethren, like many Protestant churches of that day, saw Manchester College as a vehicle for giving what would today be considered advanced high school education as well as some introductory college level material, all within the confines of a deeply religious atmosphere. In fact, the Church was so conscious of the need to maintain the religious atmosphere of the College (and, indirectly, to prove to more conservative brothers that education and Christianity could be mixed), that Annual Conference appointed three elders living near Brethren schools " . . . to watch over the moral and religious influence of the schools."[3] In 1908, the over-seeing duty was broadened and institutionalized by the creation of a General Education board whose functions were, among others, "To devise ways and means whereby our educational institutions may recruit and educate an adequate lay ministerial, and missionary leadership for the Church of the Brethren."[4] Clearly Manchester College was seen as an integral part of the Church.

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[2]Minutes of the Annual Meeting, p. 382. Emphasis added.

[3]Quoted by Desmond Bittinger, "Educational Activity [in the Church of the Brethren]," in Donald Durnbaugh, editor, The Church of the Brethren Past and Present (Elgin, Illinois: The Brethren Press, 1971), p. 87.

[4]Bittinger, "Educational Activity," p. 87.

Since 1908, the histories of the College and the Church of the Brethren have traveled roughly parallel paths. As the Church has become less prescriptive in describing how a member ought to live, so has the College become less prescriptive in telling students what they may and may not do. More importantly, as the Church has broadened its horizons and become a global community, so has the College. For example, in the years after World War II, as the Church was actively involved in the post-war reconstruction of Europe, the College created an interdisciplinary Peace Studies major to provide students with a basic understanding of the nature of conflict and of non-violent means of settling conflict.

Although the number of Church of the Brethren students at the College is now fairly low, the Church still has considerable influence in the College, and equally important, the College has considerable influence in the Church.[5] Keeping that relationship alive, when eighty percent of the student body comes from non-Church of the Brethren backgrounds, will remain a challenge. But, the fact of the relationship between Church and College creates a circumstance in which the Church can have significant impact on the lives of young people who might never otherwise come into contact with the Church of the Brethren. The Manchester College Statement of Purpose, here reproduced, is evidence of how the College has benefited from its ties with the Church of the Brethren.

2. College Statement of Purpose

> Manchester College founded in 1889 is an independent co-educational college in the liberal arts tradition, related to the Church of the Brethren. As a Christian institution, the College desires to be a community where both faith and learning are embraced in the following ways

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[5]Persons wanting to explore the relationship between the Church of the Brethren and Manchester College should consult chapters three, four, and five of the book published on the occasion of the 75th anniversary of the college: Manchester College: The First Seventy-Five Years (Elgin, Illinois: The Brethren Press, 1964).

Believing in the wholeness of human life, as exemplified in the teachings of the Christian faith, Manchester College seeks to integrate mind, body, and spirit.

--by supporting an academically-sound curriculum that is vital to current needs and asks pertinent questions.
--by providing frequent opportunities for integrating classwork with physical activity, internships, convocations, lectures, retreats, chapel, and workshops.
--by managing the educational and business affairs of our institution in a humane and caring way.

Believing that as an academic community, we can share compassionately and responsibly in the attainment of peace and justice, Manchester College resolves to continue in the tradition of social concern which is a mark of the Church of the Brethren, its supporting denomination:

--by maintaining a competent and morally-sensitive faculty and staff,
--by continuing to develop ways to think about and to act for peace and justice for all,
--by encouraging self-acceptance and the love of all our neighbors.

Believing that the development of a world-view is essential for human survival, Manchester College strives to continue its universal search and appreciation for the good, the true, and the beautiful:

--by encouraging awareness of our international interdependence,
--by recognizing that no one human group possesses all wisdom,
--by providing opportunity to explore cultural diversity, both through study in the United States and other countries, and encouraging students and faculty from other cultures to study and work with us.

Believing that knowledge reflects the quality of individual effort, Manchester College works to develop curiosity and competence in its students, graduates, faculty, and staff:

--by calling them to excel in their studies and to dedicate themselves and their knowledge to the needs of others,
--by urging them to be sensitive and responsive to the necessity for continual learning and re-evaluation as our environment and society change,
--by challenging them to teach, learn, and research with high academic standards and with openness to emerging information.

Within this setting, the College offers opportunities for students to develop

1. A sound understanding of broad fields of knowledge, and acquaintance with the major fields of human experience and scientific achievement in our own and other cultures.

2. The ability to inquire accurately, reason validly, synthesize carefully and communicate clearly.

3. Competence in one or more selected fields of knowledge.

4. Adequate skills for entering a profession or occupation, and the flexibility to change vocation by choice or opportunity.

5. A life-long commitment to continued learning.

6. An increased capacity to apply a world view to experience.

7. An awareness of both the possibilities and limitations implicit in the physical universe.

8. A capacity for entering into enduring human relationships in such a way as to inspire mutual growth.

9. A willingness to work toward the development of community on all social and political levels.

10. The desire to make a commitment for building communities based on humane values.

3. Academic Program

In order to implement the academic goals, the College requires students to take 128 semester hours of course work in several categories: (1) general studies, (2) a major area of study and (3) electives. The general studies portion of the curriculum consists of approximately fifty semester hours; the major, of thirty-six to forty-two hours; and electives the remaining hours. Seventeen academic departments offer Baccalaureate majors in thirty-one disciplines. The College also offers an Associate of Arts degree program and a Master of Arts degree, although by far the largest number of students is enrolled in a regular four year program.

Table 7 of the Appendix (p. A9) indicates the distribution of students by majors from 1974 to 1978. An examination of the sheet suggests that a number of national trends in higher education are reflected in the way Manchester College students select majors. For example, the number of students in elementary education has dropped from 16.3 percent to 10.5 percent while the number of students

in accounting, business, and economics has gone from 10 percent to 18.5 percent. Obviously, the trends in the College reflect the trends in society at large.

4. Faculty Population

In the early days of the College the faculty was quite small and each faculty member taught a number of different subject areas. Because the College was never a wealthy institution the faculty was poorly paid. In times of economic crisis, like the Depression, conditions were even worse. In the face of those difficulties the successive presidents of the College found that recruiting and retaining qualified faculty members was difficult, but they also found that graduates of the institution who were brought back as teachers had greater allegiance to the College than others. Consequently there has been a fairly consistent policy to recruit teachers from among the alumni of the institution. The following chart will indicate that at an early date a sizeable number of the faculty members were graduates of Manchester College, a trend that continues to the present.

PERCENTAGES OF FACULTY HOLDING BACHELOR'S DEGREE FROM MANCHESTER COLLEGE

1909-1910	17%	1952-1953	35%
1919-1920	26%	1956-1957	44%
1929-1930	41%	1960-1961	48%
1940-1941	48%	1970-1971	42%
1948-1949	43%	1979-1980	48%

Recruiting teachers from among the alumni has had two effects on the nature of the College. First, it has added to the overall stability of the institution. The authors of the seventy-fifth anniversary history of the College noted just such a phenomenon. Second, as the distinctive character of the school emerged in the 1930's, 1940's and 1950's, that character has tended to remain;

for those teachers coming back to the school help to carry on the tradition given them as students. Additionally, those faculty who did not graduate from the institution but who have chosen to remain at the institution have, for the most part, identified with Manchester's unique, church-related characteristics.

Through the years the size of the faculty has grown along with the size of the student body. The qualifications of the faculty have improved, as the College was able to recruit more teachers with earned doctorates. The following two charts illustrate both the increases in total numbers of faculty and the increases in the percentage of doctoral degree holders on the faculty.

SIZE OF FULL-TIME FACULTY

1896	1910	1920	1940	1944	1949	1959	1964	1969	1974	1979
10	18	34	47	37	52	62	72	72	86	84

PERCENTAGES OF FULL-TIME FACULTY HOLDING THE DOCTORATE

1925	1930	1935	1940	1945	1950	1955	1960	1965	1970	1975	1980
4%	10%	17%	25%	29%	22%	34.5%	35%	44%	49%	54%	60%

The data in Table 8 of the Appendix (p. A10) indicate that generally there is a healthy balance of the academic ranks. That is, in spite of the general decline in the academic job market and the consequent tendency for faculty to remain in jobs they might otherwise have left, Manchester College has been able to keep the faculty from becoming too "top-heavy." A disturbing fact to emerge from the data is the growing number of part-time teachers (Lecturers) brought in for one or two courses only. Because the College encourages the development of student-faculty relationships through an accessible faculty, and because the part-time teachers are less accessible to students, one can only draw the conclusion that the growing number of part-time teachers is not a healthy trend at Manchester College.

However, the Library Faculty, a specifically segregated group in the administrative structure of the College, are not included in these data. Instead, the Library Faculty are sometimes treated as teaching faculty and sometimes treated as administrative faculty. They are teaching faculty to the extent that they are expected to attend and vote in faculty meetings, to the extent that they teach library science courses, to the extent that they provide course-related bibliographic instruction, and to the extent that they are expected to play a direct role in the education of students as students use the library. They are considered to be administrative faculty to the extent that they are not ranked, to the extent that they are not eligible for academic advancement, to the extent that they are not allowed to chair numerous committees of which they may be members, and to the extent that they are excluded from election to several committees where the selection process includes divisional representation. One librarian describes the Library Faculty as being "neither fish nor fowl."

5. Student Population

Enrollment at Manchester College is higher now than at any time in the previous four years. From an all-time high number of 1,510 students in the Fall Term of 1970, the College dropped steadily in enrollment until 1978, when a slight upturn occurred. The number of students in the Fall Term of 1979, 1,237 students, represents the second year of increased enrollments. Enrollment for Spring Term 1980 is 1,206, nearly one hundred more than the previous Spring. More complete enrollment data appears in Table 9 in the Appendix (p. A10).

While the total number of students has increased in the past two years, the number of Church of the Brethren students attending the College has declined from the late 1960's. The following table plots that decline.

PERCENTAGES OF STUDENT BODY FROM CHURCH OF THE BRETHREN

1923	1933	1943	1953	1963	1973	1978
57	45	61	51	47	34	21

Though the percentage of Church of the Brethren students at Manchester College has never been as high as the percentage of members at some denominational schools, the decline of Church of the Brethren students presents cause for concern. Will the denomination continue to support the College when so few Church of the Brethren students choose to attend the College: Will the number of non-Brethren students change the basic atmosphere of the campus? How will the faculty, most of whom identify with the unique characteristics of the institution, deal with a student body coming from such varied and often non-church backgrounds?

Another important shift in student population concerns the states from which students come to attend Manchester College. The next table, showing a random year early in the history of the school as well as more recent years, suggests that the student body comes increasingly from Indiana. The reasons for the shift are many, but practically, the College must deal with local demographic trends as it projects enrollment in the future.

ORIGINS OF STUDENT BODY, BY STATES

	1923	1963	1975	1978
Indiana	68%	65%	73%	80%
Ohio	24%	21%	11%	9%
Other States and Countries	8%	14%	16%	11%

Because Manchester College is located in a rural area, it will not likely see a major shift from full-time residential students to part-time commuting students, a shift many private schools in urban areas have experienced. However,

the College might attract more local citizens on a part-time basis if more classes were offered at night. So far there has been little movement in that direction.

6. Financial Status of the College

As a private school founded by a religious group that generally eschews the accumulation of wealth, Manchester College has always been heavily dependent on tuition and gifts to be able to operate. Because overall income is affected by tuition payments, the rather precipitous decline of students from 1971 to 1976 made it difficult to operate with a balanced budget. To compound matters, many costs have gone up dramatically since 1970. Not only have budget makers been faced with declining or stabilized tuition and fee payments, but also faced with making those incoming dollars stretch over bigger expenses.

The data in Table 10 of the Appendix (p. A11), reporting Sources and Uses of Funds are helpful in understanding the pressures on the College as it has managed to operate within its income limits. However, two observations are worthy of comment.

(1) The Academic Support section of the Uses of Funds table includes, among other items, all library costs, including the cost of staff as well as of books, journals, and other material purchased by the library. Clearly, since 1975, the amount available for the library has at times gone down. (See also the sheet "Library Expenditures," Table 19, page A22.) In the year ending in 1979, the amount available was barely ten percent more than in 1975. Because the cost of books and journals has increased markedly since 1975, the amount of money allocated to the library represents a real decline in resources for the library.[6] In fact, no other portion of the entire budget has suffered as grievously in the past five years as has the allocations for library expenditures. An examination

[6]See Tables 17 and 18 on pages A20 and A21.

of Table 11 of the Appendix (p. A12) shows that the 3,650 volumes added to the Library in 1978-79 is less than half the 7,934 volumes added ten years earlier. This has serious long-term implications for the quality of library service.

(2) Others of the college community to suffer real loss in the past few years are those who are paid from the Instruction portion of the budget--the faculty. With the prices of food, fuel, and housing going up for faculty as well as for the College, an increase of only $100,000 in five years for all instructional costs represents real decline in purchasing power for the average faculty member. Unquestionably, the College has already entered into a period of austerity in which the faculty are being asked to demonstrate their allegiance to the College by accepting lower salaries (in terms of real purchasing power), much as their predecessors of fifty years ago were asked to sacrifice.

7. Administration and Policy Formulation

The administrative structure of Manchester College is similar to other small church-related colleges in which many decisions are made by a few, powerful individuals. The Organizational Chart for Manchester College, Table 12 of the Appendix (p. A13) shows that responsibility to make decisions lies in the hands of five administrative officers: the President, the Treasurer and Business Manager, the Director of Public Relations and Development, the Dean of the College, and the Dean of Students.

The administering of the College, especially in regard to curricular matters, is done by a complex group of committees operating throughout the academic year, and sometimes in the summer. The Executive Committee is a sort of "committee on committees," responsible for acting as a clearing house for other committee actions, and setting the agenda for faculty meetings. The following excerpt from the Faculty Manual describes the other types of committees at the College:

COMMITTEE STRUCTURES

1) The Committees shall be designated in four categories:

a) "Faculty," responsible to and reporting to the faculty through the Executive Committee. Each faculty committee chairman shall be chosen by the committee from those faculty members whose primary role is teaching rather than administering, unless otherwise specified by the governance document.

b) "Joint," report to both faculty and administration though ultimately responsible to the President. (These are committees in which the faculty role is consultative though not decisive.)

c) "Administrative," reporting to and responsible to the President and making provision for keeping the faculty informed on proposed policy decisions.

d. "Ad Hoc," those committees directed toward particular phases of the program, responsible to the President and making provision for keeping the faculty informed on proposed policy decisions.

While the administrative structure generally works to the advantage of the College community, areas of uncomfortable ambiguity in relationship to that structure do exist. For example, the Faculty Development Committee, composed of the President, the Dean of the College, and four faculty, acts as liaison between the faculty and the administration, with the responsibility "To function as hearing committee for faculty concerns regarding the total employment environment"; but the presence of Administrative faculty on the committee means that any faculty member with a grievance about the role of the administration in the "total employment environment" of the College has to appeal to a committee, one-third of whom are the chief administrative officers of the College.

Ambiguity is equally striking with regard to the dismissal of faculty members. In such cases the Faculty Development Committee has the responsibility "To consider the promotion or dismissal of faculty members in consultation with the appropriate divisional, and departmental, chairmen." At the same time, a dismissed faculty member who might appeal his/her removal from the faculty has " . . . the right to a hearing with the Faculty Development Committee . . . ."

the same committee which had been involved in the dismissal. Clearly, this ambiguity results because the committee has multiple and potentially contradictory functions. A standing committee is composed solely of teaching faculty whose job it is to represent the concerns of the teaching faculty when those concerns are at odds with the administrative faculty. While it is true that in many situations there is no disagreement between the two groups, it is also true that the interests of the two groups will not always be the same. The administrative structure should, therefore, reflect the divergent interests of the two groups.

Faulty communication within the College community is another problem caused by ambiguity resulting from the structures of the College. Although the administration readily communicates the need for money to the college community, few attempts appear to be made to explain to the college community--other than through the Manchester College Bulletin--how the College raises funds from other sources or how the College disburses the funds. Furthermore, although two faculty members sit on the Business Advisory Committee and in that context "review the completed budget before the President presents it to the Board of Trustees," and two other faculty members are empowered to sit as observers at the meetings of the board of trustees when the budget is being discussed, those faculty members are not permitted to keep copies of the budget and must trust only their memories when communicating budgetary matters to other faculty members. In short, though the administrative structures may show that in budgetary and other administrative matters the "faculty has concern but limited responsibility," they are also ambiguous about how those matters are communicated to the whole faculty.

In concluding the section on policy formulation and administration at Manchester College, the Self-Study Committee believes that its discussion of these problems or other problems raised in the Manchester College Profile does not imply serious disagreements with administration or policy formulation within

the college community. Certainly a review of the data contained in this section--the sustaining of a full complement of faculty in all disciplines at a time when some colleges have been forced to dismiss numbers of faculty in order to remain financially solvent, the growing number of faculty with earned doctorates, the growing number of students at a time when the pool of available students is declining, the balancing of the budget in the face of significant declines of enrollment in the recent past--all of these point to committed administrators making wise decisions. At the same time, the Committee believes that effective policy formulation and administration, like effective teaching, should always be open to review and improvement. The Self-Study Team hopes that all of these comments will be construed as leading toward more effective teaching, administering, and communicating within the college community.

8. Conclusions

Within the Manchester College Profile a number of concerns are expressed. These concerns might lead to further study. They might also lead to changes. In capsule form these concerns are:

1. The changing enrollment trends and their impact on the College and the Library.
2. A decreasing number of book acquisitions in the Library as the budget fails to keep pace with inflation.
3. Ambiguities resulting from administrative structure.
4. An increasing number of part-time teachers.
5. The widening gap between a largely non-Brethren student body and a faculty heavily influenced by the Church of the Brethren.

LIBRARY PROFILE

1. Trends in Libraries and Library Service

Libraries and library systems are displaying interlibrary cooperation by joining library networks for mutual benefit. Manchester College Library joined the OCLC (Originally Ohio Colleges Library Center) group early in 1977 via its membership in the Indiana Cooperative Library Services Authority (INCOLSA), a statewide network. One component of OCLC, a national bibliographic network, is its storehouse of records created by two thousand participating libraries. Not all records are equally reliable and similar or duplicate entries cannot be eliminated from the database at present, but improvements are planned. Since numerous libraries have undertaken RECON (Retrospective Conversion) projects, that is, the encoding of pre-computer catalogs, the OCLC database of over five million bibliographic records is approaching the status of a national bibliographic database.

A feature of the OCLC database is the record of holding libraries attached to each bibliographic record. With this information, all participating libraries may use the ILL (Inter-Library Loan) Subsystem to request an interlibrary loan via computer terminal from up to five libraries in sequence in one operation. The ILL Subsystem increases speed and efficiency of interlibrary loan service by eliminating postal correspondence. Funderburg Library has used the ILL Subsystem for both lending and borrowing since it became operational in April, 1979. An analysis of our experience appears on page A24.

CONSER (Conversion of Serials), a second cooperative file-building effort, was begun in 1974 to develop a national database of serial records. In 1978, INCOLSA and MINITEX (Minnesota Interlibrary Telecommunications Exchange) received

a grant from the Council on Library Resources for a pilot project in a national serials location system. Our Library is already committed to making serials holdings available beyond its walls as shown by its participation in production of the Indiana Union List of Serials in the early 1970's.

Several other OCLC subsystems being developed will permit the computer to be used for routine library operations such as checking in serials, recording circulation of library materials, and keeping acquisitions records. The latter is especially effective when acquisitioning and cataloging can be accomplished on the same system.

While OCLC is a non-profit organization, the number of commercial databases is rapidly increasing. Despite the lack of standardization, the use of such systems to disseminate information is widely accepted. Dedicated on-line systems are more common, though dial access systems are generally less expensive. The use of such systems at Manchester College should be approached cautiously and must be proved cost-effective before being considered.

A question facing libraries in the information age is whether or not to charge user fees. Resistance to fees is widespread because such payment runs counter to the ideal of free library service. But there is support for the argument that the user who benefits should pay the costs involved. At Manchester College, students pay a service charge of fifty cents per request or ten cents per page, whichever is greater, for ILL requests filled. This approach is a compromise since the charge is not great enough to cover the cost of service, yet it is not so great that it deters students from using the service.

Today libraries usually contain not only books but also various audio-visual media. The Manchester College Library includes slides, filmstrips, filmloops, maps, phonorecords, study prints, reel-to-reel tapes, tape cassettes, video cassettes, microcards, microfilm, and microfiche. A recent addition to

the multi-media parade is computer output microform (COM). Many libraries are finding that COM catalogs of their holdings are more efficient to maintain and update, especially at branch libraries, than traditional card catalogs and are less expensive than book catalogs. Many libraries that will not be able to afford on-line, in-house catalogs may be able to afford regularly updated COM catalogs. An INCOLSA Task Force has suggested that the Indiana Union List of Serials be published in COM. Manchester College's current holdings of commercially produced COM are Bio-Base, a periodic cumulative master index in microfiche to some five hundred biographical dictionaries.

Much of the national database that is being developed is possible only because of the recognition of national standards. MARC formats for books, serials, and many audio-visual media are in use. In addition, the American National Standards Institute (ANSI) Standards Committee Z39 on library work, documentation, and related publishing practices has had profound effect on developing national standards and is influential in the International Organization for Standardization. The choice for the small college library is either to adopt the standards or stand alone: to wade through the copious manuals, attend training seminars and produce machine-readable cataloging that can be used throughout the nation, or lose the capability to participate in a national library system. Manchester College Library has made the commitment to participate in the OCLC database.

The Anglo-American Cataloging Rules (AACR) were first published in 1967. The rules generated numerous changes in cataloging entries, compared to the earlier American Library Association rules. One of the obstacles to its complete adoption was the policy of superimposition followed by the Library of Congress. AACR II was published in 1978 and is scheduled for adoption by the Library of Congress in 1981. The Library of Congress plans to abandon

superimposition and adopt AACR II almost as is. This necessitates tying old form to new form and vice versa. For this reason and many others, the Library of Congress has decided to close its physical catalog and begin a new computer based catalog in 1981. The Manchester College Library will adopt AACR II as soon as the Library of Congress does because the Library uses Library of Congress subject headings and revises them as new headings are established. The Library will continue to use Dewey Decimal Classification because this information is also a part of the OCLC cataloging records.

A service segment of a national library system is delivered via multi-level organization. In Indiana, for example, the Indiana State Library is the central information clearing house. It houses several service desks for state and federal offices and numerous hotlines to other agency headquarters. The next level of service is the ALSA (Area Library Services Authority), which provides for a central reference and information center, and an administrator for a large (several counties) district. All types of libraries are encouraged to participate in the ALSA. Currently, the Kokomo district, of which North Manchester is part, is the only district in Indiana lacking an ALSA. In time, Manchester College will probably be asked to join an ALSA. The final level of services is the local library system or library unit.

In the past fifteen years, use of the term "bibliographic instruction" has increased. The concept itself is much older and has been practiced at Manchester College in one form or other for some time. The vogue is that good bibliographic instruction is related directly to existing courses. In April, 1979, four Manchester College faculty members sampled the Earlham style of bibliographic instruction and discovered that many of the approaches and concepts used at Earlham were already being used at Manchester. Faculty, however, need to be aware that the librarians are eager to assist them with bibliographic

instruction. In 1978-79, the librarians provided bibliographic instruction to eighteen different classes; in 1979-80, they met thirty classes and more than six hundred students.

As inflation grows, dollars shrink for higher education, for libraries, for Manchester College, and for Funderburg Library. At a time in which top-ranked libraries are facing economic difficulties while receiving as much as ten percent of their institutions' budgets, to request a five percent share of Manchester College's fund for the Library appears reasonable.

In keeping with library trends, the following suggestions for the Manchester College Library are offered:

1. The philosophy of library service should clearly state and demonstrate the orientation toward service espoused by the College and its educational program.
2. The dollar support for library service should allow for the effects of inflation. Adequate support for the educational program is vital to the long-term health of the College. Furthermore, the allocation of library dollars must be made with an eye toward the general purposes of a liberal arts education and with specific support of the current curriculum. The dollar amount provided for library materials is most significant.
3. Participation in OCLC and the INCOLSA network provides the interface with many other libraries, causing us to grow in our concern for common library problems and enabling us to provide better library service. Continued participation is encouraged.
4. Given the high cost of hard copy bibliographic information, the Library will likely be forced to purchase more information in microform, and the library user may require special encouragement in reading materials

in microform. The Library should also identify large bodies of information that cannot be afforded directly, but that may be affordable through subscription to commercial databases. Subscription would provide the user with access to the information without requiring the Library to purchase and house the physical volumes.

2. Physical Facilities

The Library has played a vital role in the education of students at Manchester College since its beginnings in 1889. Its accommodations, collections, and services exist to serve the Manchester College community and to support its instructional and extra-curricular programs. The record shows that in 1889 several hundred volumes were placed in classrooms for student use. Several years later the Library was given its own room--and later three rooms--as the campus population grew. The need for more room led to the Library's being moved in 1926 to a building constructed to be a science hall. It remained in that building until the spring of 1966 when the doors of Funderburg Library officially opened.

On three carpeted floors the Library can accommodate five hundred students at one time, with over two hundred of them at individual study carrels, and features lounges for more relaxed reading and special areas for typing, audio listening, group study and after-hours use. The Library is open ninety hours per week during the academic year, sixty-five hours during summer sessions, and forty hours during recesses. The East Room provides forty-five or more hours of additional study space and general reference access during the academic year and summer sessions.

3. Collection

In 1979 the collection of the Library surpassed 150,000 volumes. Table 11 of the Appendix (p. A12) shows the collection totals during the last fifteen years. Table 13 of the Appendix (pp. A14-15) shows the Second Summary divisions of the Dewey Classification during the same period. The collection itself consists of various parts--the regular circulating collection, the reference collection, special collections, the Brethren Library, curriculum laboratory, juvenile collection, records, music scores, the Howerton-Holsinger Collection of Choral Music, the periodical collection, government documents, and miscellaneous media.

The reference collection consists of over seven thousand volumes and is located primarily on the main level of the Library. This collection may be further subdivided into the general and subject reference collection, and the legal, tax, and juvenile reference collections.

The Special Collections room on the upper level houses all materials pertaining to Manchester College and publications by and about Church of the Brethren persons and organizations. Although this material constitutes the largest part of the material in the Special Collections, there is also a small collection of rare books and of materials on American Indians. However, no formal policy exists regarding what will be collected in the archives or on what bases materials are to be collected.

The curriculum laboratory is a multi-media collection of classroom materials for use by those studying to be teachers. The materials located in this area are texts and supplementary materials for use in elementary and secondary school classrooms.

The record collection consists of approximately four thousand records and is housed behind the circulation desk. The records must be used in the music listening area of the Library. The music score collection is shelved

in the music listening area and is a circulating collection. The Howerton-Holsinger Collection of Choral Music is housed in locked cabinets near the music listening area. The key to this collection is available at the circulation desk.

The periodical collection is in four sections. The current periodicals are located on the main level. On the lower level near the 500's are the current science periodicals. Taking almost half of the lower level shelving are the bound and unbound periodicals. (Perhaps there is need to question the keeping of two alphabetical sequences of back issues of periodicals since some unbound periodicals get shelved with the bound ones.)

Bureau of the Census materials and the Congressional Record are shelved in the lower level also, as are the back issues of the Monthly Catalog. Current issues of the Monthly Catalog are kept in Technical Services as is the Cumulative Book Index although these might be more useful placed near the index tables. Books in Print is located directly across from the secretary's office.

Other materials in the collection include cassettes, sound tapes, slides, and kits which are shelved behind the circulation desk. Microfilm and microfiche along with the readers are located on the main level near the reference librarian's desk. Pamphlet files and college catalogs are located adjacent to the reference desk.

Inventory is taken yearly in the reference collection and one-half of the balance of the collection, so that a complete inventory is made every two years. As shown in Table 14 of the Appendix (p. A17), losses increased after the move into the new building, then decreased in the late 1960's when the door check system was first instituted. Since that time losses have moderated and remain low in comparison to most academic libraries.

4. Acquisitions

While the selection of materials for the Library is the responsibility of the library faculty, the teaching and administrative faculty have always shared this responsibility by requesting or recommending titles especially but not exclusively in their own disciplines. Some departments require that requests be sent to the Library via the department chair. The official Library policy on acquisitions and allocations appears in the Appendix, Table 15, p. A18, and Table 16, p. A19.

The increased costs of library materials over the past decade have exceeded the general rate of inflation and the result has been a steady erosion of purchasing power for libraries. Table 17 and 18 of the Appendix (pp. A20 and A21) give average prices and price indexes for books and periodicals for the last few years as compared to prices in 1967-69. Because book prices have been increasing more rapidly than the book budget over the last half-dozen years, the Library has been forced to purchase fewer and fewer new titles each year. The cost of journals has increased at an even faster rate than books and as noted in Table 19 of the Appendix (p. A22), journals are taking an increasingly larger percentage of the total book budget. Also worthy of mention is the fact that the Library is receiving an increasingly smaller portion of the College's general and educational budget.

Approximately eighty percent of the books are ordered from Emery Pratt; the balance are ordered from Baker & Taylor or directly from the publisher. The Library orders directly only when a handling fee is charged by the jobber or when orders are received more promptly from specific publishers. The Library orders government documents directly from the Government Printing Office except for approximately ten titles which are on standing order with Bernan Associates. The Library has blanket standing orders with the National Academy of Science

and UNESCO and an on-approval order with Abrams. The Library also receives numerous free publications as a depository library for Bureau of Census materials and is on the mailing list of other government agencies, including the Department of State and the Department of Commerce.

Table 20 of the Appendix (p. A23) shows that the Library has received a significant amount of financial support from the federal government and from foundations. The Library also receives a substantial number of gift books. According to Table 11 of the Appendix (p. A12) one out of every six books added in 1978-79 was a gift.

5. Reference

The Library has attempted to offer professional reference assistance during all open hours except ten Friday evenings and ten Saturday mornings of the academic year and between 5:30 and 6:30 evenings. The Reference librarian compiles special bibliographies upon request of faculty members.

One function of the Reference librarian is to provide bibliographic instruction. Bibliographic instruction in specific courses has increased over the last two years through the efforts of the Reference librarian to inform the faculty of the program's availability. The librarians are now meeting all sections of the freshman English composition course. Upon request of faculty, librarians will meet other courses to give instruction in specific subject areas. For example, in 1979-80, the librarians met physical education, biology, geology, history, home economics, astronomy, education, and sociology classes. Continued expansion of the program is anticipated.

Interlibrary Loan Service is another function of the Reference department. Below is a chart summarizing ILL transactions for the last ten years.

	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979
Requests of other libraries	118	92	54	170	208	218	252	262	279	455
Requests of M.C. Library	13	13	5	20	14	21	28	35	49	113

Table 21 of the Appendix (p. A24) gives detailed interlibrary loan statistics for the last four years. While most ILL requests were for English language materials, the Library supplied patrons with materials in seven foreign languages. Interlibrary loan service has increased significantly during the past few years. Advertising the availability of the service is a major reason for this increase. In meeting classes and in guiding freshman orientation tours, the librarians announce that ILL service is available. An increase in students' skills through bibliographic instruction has made them more aware of materials which are not available in our Library. Another reason for an increase in ILL is that after students have been successful in obtaining materials, they tend to use the service again.

Affiliation with OCLC has provided the Library with easier access to records for verifying and locating materials, and since March, 1977, is making Manchester's records similarly available to other OCLC member libraries nationwide. The Indiana Union List of Serials was published in 1974 so that our periodical holdings are known to other Indiana libraries.

6. Circulation

The main function of the circulation area is the charging and discharging of library materials. Statistics are kept on the circulation of materials excluding reserve books, records, cassettes, sound tapes, and non-book curriculum

laboratory materials. The following chart shows a decrease in the number of transactions over the last ten years.

1969-1970	1970-1971	1971-1972	1972-1973	1973-1974	1974-1975	1975-1976	1976-1977	1977-1978	1978-1979
48,455	35,115	40,889	39,749	31,539	26,273	22,277	25,858	25,259	22,332

One explanation offered for the decrease in circulation is that fewer students are enrolled than in 1969; more often than before, books are used in the Library rather than checked out; a reduction--under the present curriculum--of most courses from 3.5 to 3 semester hours has reduced the number of term papers required; most freshman courses do not require papers; the shift in enrollment from teacher education to business and accounting has reduced the number of assignments requiring papers; and many papers rely heavily on periodical articles rather than on books. In-house use, on the other hand, including the use of reserves, records, tapes, and other materials, especially bound and unbound periodicals, would likely show an increase over the same time period. During high-use periods student assistants are often unable to keep up with the re-shelving of materials being used within the Library. No effort is made to document the in-house usage because the expense involved does not offset the benefits to be derived from the data.

7. Technical Services

The process of cataloging has changed dramatically since March, 1977, when the Library began cataloging via the OCLC system. This new system changed the workflow in technical services and increased the speed and efficiency with which books are cataloged. Catalog cards come from OCLC alphabetized and ready to be filed in the card catalog. A worker has only to type the purchase information on the shelf list and type the book card. Physical processing of books

and materials is done by two student workers. This process may need to be examined for efficiency and speed in processing materials. In 1980, the Library expects its recently purchased printer for the OCLC terminal to make workflow more efficient and to make documentation of cataloging records and interlibrary loan transactions much easier and faster. The Library will also adopt the nineteenth edition of the Unabridged Dewey Decimal Classification upon its publication. This new edition will require reclassification in some areas of the collection, specifically in sociology, DDC 300-309. A systematic reclassification of numbers changed in previous editions of Dewey should be attempted. Most changes made prior to the seventeenth edition have not been made. The reprocessing of materials would be easier if the Library were to use a labeling system which would allow a label to be placed over the old call number instead of patching and re-lettering with the stylus. The Library uses the eighth edition of Library of Congress Subject Headings and has been updating obsolete subject headings and adding "see" and "see also" references to aid those using the subject catalog. The adoption of AACR II will have some impact on routines, but the extent of its effect has not yet been measured.

8. Job Descriptions

A uniform job description format has been employed to provide a profile of library staff positions. Initially each person was asked to record her/his assigned responsibilities and work activities. These were edited to fit the format and then returned to each person to check their accuracy. Subsequently, these were compared with the descriptions in the Librarian's file and revised to reflect accurately the current situation and to parallel the job description for the Librarian as it appears in the Faculty Manual.

MANCHESTER COLLEGE LIBRARY
JOB DESCRIPTION

I. Position: The Library Director

II. Job Summary: The Librarian has the following responsibilities: (1) To exercise immediate supervision over the library and the library staff, (2) To be aware of current educational practices and ways in which the College Library may be of maximum service in the teaching and learning process, (3) To supervise the acquisition and discarding of books, periodicals, and other holdings, and the maintenance of a balance consistent with the curricular emphasis of the College, (4) To keep adequate records of library acquisitions, holdings, circulation, and student and faculty use of the total library facility. The Library Director is responsible to the Dean of the College.

III. Minimum Academic Requirement: Graduate Degree in Library Science
Experience: Three years as a professional librarian in an academic library

IV. Work performed: The Library Director will:

A. Conduct liaison with Business, Public Relations and Student Development Administrations as well as other parts of Academic Administration, including the Faculty through department heads, the Executive Committee and the Library Committee.

B. Schedule, counsel and work together with the Library Faculty, including self-assignment to some evening and weekend hours of reference service.

C. Employ and supervise the non-faculty staff of the Library.

D. Prepare and monitor the resources and services budget and its allocation.

E. Represent the Library in affiliations with networks, contracted services, granting agencies and other institutional and individual correspondents.

F. Review the literature in the field of librarianship and academic libraries and keep abreast of current developments.

G. Assist in bibliographic instruction and teach library science courses as needed.

H. Serve as Executive Secretary of the Library Committee.

I. Perform other library-related functions which are appropriate or are directed by the Dean of the College or the President of the College.

MANCHESTER COLLEGE LIBRARY
JOB DESCRIPTION

I. Position: Acquisitions and Circulation Librarian

II. Job Summary: The Acquisitions and Circulation Librarian has the following responsibilities: (1) To select, acquire and receive books and other resources for the library, and (2) To supervise the circulation of library materials. The Acquisitions and Circulation Librarian is responsible to the Library Director.

III. Requirements: Graduate Degree in Library Science

IV. Work Performed: The Acquisitions Librarian will:

A. Conduct liaison with academic departments and faculty in meeting their needs for library resources.

B. Read the Association of College and Research Libraries' Choice and other periodicals reviewing sources, including when necessary professional journals within disciplines, for guidance in book selection.

C. Review the library holdings at least annually to assure that new areas of the curriculum are provided with basic resources, and to develop collections as needed.

D. Review the library holdings annually for overall weeding and updating.

E. Review and select U. S. government publications from the Monthly Checklist.

F. Supervise circulation operations, the reserve system, and related communications with faculty.

G. Accept and process gift books in accordance with related policies.

H. Control the issuance of library borrower cards to patrons other than undergraduate students.

I. Supervise the checking of book requests, placement of orders, verification of shipments, assignment of charges to various accounts, and notification of faculty on arrivals.

J. Assist in bibliographic instruction, reference assistance, and classroom teaching of library science as needed.

K. Serve as a member of the Library Committee.

L. Provide reference services and supervise the student staff during some evening and weekend hours.

M. Perform other library-related functions as specified by the Library Director, the Dean of the College and the President of the College.

MANCHESTER COLLEGE LIBRARY
JOB DESCRIPTION

I. Position: Reference Librarian

II. Job Summary: The Reference Librarian has the following responsibilities: (1) To coordinate reference and information services, (2) To supervise Interlibrary Loan and bibliographic instruction services, and (3) To develop and maintain the several reference collections. The Reference Librarian is responsible to the Library Director.

III. Requirements: Graduate Degree in Library Science

IV. Work Performed: The Reference Librarian will:

A. Provide reference and information service for students, faculty, and other library patrons.

B. Provide Interlibrary Loan service to library card holders.

C. Provide bibliographic instruction and teach library science courses as needed.

D. Order, update, weed, and maintain reference collections.

E. Order, process, weed, and maintain ancillary collections including pamphlet file, map file, college catalogs, corporation annual reports, U. S. Census publications, and U. S. Department of State publications.

F. Supervise work of the Reference Clerk.

G. Compile bibliographies as requested.

H. Check library holdings against bibliographies.

I. Provide library orientation.

J. Update periodical holdings records on lists and in indexes in the Reference Area.

K. Work as needed in Technical Services Area during the summer, including supervision of annual inventories of the book collections.

L. Supervise the student staff during some evening, weekend and summer hours.

M. Complete other duties as specified by the Library Director, the Dean of the College, and the President of the College.

MANCHESTER COLLEGE LIBRARY
JOB DESCRIPTION

I. Position: Cataloging Librarian

II. Job Summary: The Cataloging Librarian has the following responsibilities: (1) To classify and catalog all materials added to the Library and to maintain the public catalogs, (2) To keep adequate records of accessions and withdrawals and provided data for the Books Added Lists, and (3) To supervise student assistants as required, especially in Technical Services. The Cataloging Librarian is responsible to the Library Director.

III. Requirements: Graduate Degree in Library Science

IV. Work Performed: The Cataloging Librarian will:

A. Classify all material added to the library using the Dewey Decimal Classification or other classification as appropriate.

B. Catalog materials via OCLC using records from the database and inputting records of original cataloging when needed.

C. Revise cards to see that the proper information has been added and to check the call number on the OCLC card to see that it has been correctly printed.

D. Keep the Library of Congress subject heading book current, adding cross and extended references as needed.

E. Publish the monthly Books Added List.

F. Keep records on additions to and withdrawals from the collection.

G. Supervise filing the card catalog.

H. Supervise student processing of books.

I. Supervise the Technical Services Assistant.

J. Provide reference services and supervise the student staff during some evening and weekend hours.

K. Assist in bibliographic instruction.

L. Complete other duties as specified by the Library Director, the Dean of the College, and the President of the College.

MANCHESTER COLLEGE LIBRARY
JOB DESCRIPTION

I. Position: Secretary

II. Job Summary: The Secretary is responsible for the general office management within the library including typing, telephone duty, and the maintenance of specified records. The Secretary is responsible to the Library Director.

III. Requirements:
Education: High School Diploma
Special Skills: Ability to type, keep basic financial records, and deal effectively with a wide variety of persons

IV. Jobs Performed: The Secretary will:

A. Type all correspondence for members of the Library Faculty.

B. Type purchase orders, book orders to publishers and Interlibrary loans.

C. Keep accurate and up-to-date records of invoices, entering them on the ledgers and preparing copies for the Business Office.

D. Answer the telephone, determine who or what information is needed and, if necessary, transfer the call to the person who can best provide such information.

E. Sort the mail and check in all periodicals, up-date check-in cards and record periodical costs on each card.

F. Compute the total hours worked by each student employee and any other time card employee, then type and replace new cards monthly.

G. Type "Books Added" list monthly.

H. Assume the responsibilities of the Circulation Assistant during the summer months.

I. Prepare for mailing any Interlibrary Loan materials or other books for outgoing mail.

J. Audit and resupply the charging desk cash drawer each morning and on Fridays a second time in late afternoon.

K. Service copier coin box on Fridays and deposit monies at Business Office.

L. Perform any other library related tasks as specified by the Library Faculty.

MANCHESTER COLLEGE LIBRARY
JOB DESCRIPTION

I. Position: Circulation Assistant

II. Job Summary: The Circulation Assistant, under the direction of the Acquisitions and Circulation Librarian, will monitor the regular and reserve circulation for the Library and supervise student workers assisting with these processes. The Circulation Assistant is responsible to the Acquisitions and Circulation Librarian and the Library Director.

III. Requirements: High school diploma

IV. Work Performed: The Circulation Assistant will:

A. Supervise students working within the circulation process, including an occasional Friday evening or Saturday assignment.

B. Process reserve requests and ensure proper documentation.

C. Maintain circulation records and statistics.

D. Verify overdue materials prior to sending overdue notices.

E. Notify holders of overdue materials.

F. Attend the circulation desk when no student assistants are present.

G. Perform other library related functions as specified by the Acquisitions Librarian and/or the Library Director.

MANCHESTER COLLEGE LIBRARY
JOB DESCRIPTION

I. Position: Technical Services Assistant

II. Job Summary: The Technical Services Assistant will do preliminary searches on the OCLC terminal for incoming books and supervise the processing of acquisitions and withdrawals. The Technical Services Assistant is responsible to the Cataloging Librarian and assists in supervising student assistants.

III. Requirements: High school diploma

IV. Work Performed: The Technical Services Assistant will:

A. Search the OCLC database for appropriate bibliographic records for all incoming books.

B. Inspect books that students have processed.

C. Type shelflist information, book cards, and changes in existing catalog entries.

D. Process book withdrawals.

E. Supervise student staff and offer limited reference assistance on occasional Saturdays.

F. Do other library related work as specified by the Cataloging Librarian.

9. Library Committee

Following is an excerpt from the "Faculty Governance Document" that describes the Library Committee.

Library Committee

a) Membership. The Librarian serving as Executive Secretary, the Acquisitions Librarian, six faculty with representation from each division, four students.

b) Chairman. Chosen by the committee from its faculty membership (non-library).

c) Duties.
   1) To advise the Librarian and make recommendations concerning the operation and improvement of library services.
   2) To recommend policy governing the use of library facilities.
   3) To review and approve book budget guidelines and recommend policies governing acquisition of books, periodicals, and external services.
   4) To submit a copy of regular minutes for the file in the office of the Dean of the College.

The duties of the Library Committee as enumerated in the "Faculty Governance Document" define this group as advisory in nature with little direct responsibility or authority. No provisions are made for what recourse the Committee has if its advice is not followed. This situation has caused some frustration in the past with little resolution except to reconstitute the Committee with a new membership. One question that needs to be answered as part of the self-study is: What responsibility may a faculty assume for its library? A related question is: What authority is required to enable the Committee to discharge its responsibility? To be considered in answering these questions are the relationships among the Library Committee, the Librarian, and the library faculty.

10. Current Policies of Manchester College Library 1979-1980

Here follow the written policies of the Library in effect at the beginning of the 1979-1980 academic year:

HOURS AND FACILITIES

1. The library shall be open during convocations.

2. The library may be closed during evening-scheduled Public Programs. Notice of irregular closing times shall be announced in the Faculty-Staff Memo and posted on the A-Frame display case.

3. The East Room shall be open and lighted all night during and two days prior to final examinations of each term.

4. The faculty lounge shall be available to Manchester's faculty and full-time staff.

5. The East Room, Special Collections reading room, and infrequently a conference room may be reserved in advance for group meetings.

6. Smoking is not permitted in any part of the library.

7. Shirts and shoes or sandals should be worn in all areas of the library.

BORROWERS AND BORROWING

1. A borrower is responsible for all materials charged out to his student number or assigned card number.

2. Only faculty may have an indefinite loan period on library materials.

3. The spouse and children of a faculty member may not use a faculty number but must borrow on a separate card number assigned to the spouse. There is no charge for a spouse's card.

4. The spouse of a student may have a borrower's card without further charge if he/she has purchased a Manchester College activity card for the year. Children of a student may borrow on the spouse's card.

5. College staff employees (non-student), teachers in Manchester Community Schools, local ministers, and area Church of the Brethren ministers, active or retired, may receive courtesy borrower cards at their request.

6. Persons living within 20 miles may purchase a borrower's card which is valid through the following tenth day of September, if purchased

before August 1. Between March 1 and July 31, the fee is half-price. As of September 1, 1978, the fee is $10 for alumni, $20 for all others.

ACQUISITIONS AND BUDGET

1. Faculty may request any title for purchase. If a chairman or department so decides, members of a department should channel requests in their disciplines through their department chairman. A faculty member's requests are not limited to his/her particular discipline.

2. Adjusted guideline figures for departmental apportionment of the book account are based on departmental weights determined by the formula:

$$\text{Dept. Wt.} = A + B + CD + E$$

where A, B, C, D & E are index numbers for number of faculty, 5-year average of majors, semester hours offered weighted by Library use, student-hours enrolled last year, and average per-volume cost last year, respectively. General studies courses, except foreign languages, are omitted from C and D.

3. Faculty requests for new subscriptions to specialized periodicals must go to the Library Committee with departmental approval.

4. Teachers of interdisciplinary courses shall be informed each year of the existence of library support for their courses distinct from departmental guideline figures.

VISITATION TOURS

1. Visits shall not be scheduled during the final two weeks of a term.

2. When possible prior arrangements shall be made with the librarian.

3. Tours are made with an attempt to limit oral explanations to stairwells and closed-off rooms when the library is in use.

4. We try to accommodate groups of high school or mixed junior high and high school youth at their convenience, but we suggest mornings are better than afternoons and Saturday mornings as the time when we are most free to be gracious hosts.

5. We encourage elementary groups to plan visits on days when college is not in session.

11. Questions

In compiling the Situational Analysis, numerous questions have been raised. Some of them were answered by the material presented; however, many

of them were not answered. Here follow the questions worthy of further consideration as the self-study progresses:

1. Budget
   a. What can be done to permit the Library budget to keep pace with the increasing cost of library materials?
   b. Is the allocation of funds within the Library budget shifting as the curriculum changes?
2. Collection
   a. Is the materials selection policy articulated and might it be applied to gift materials?
   b. Are standing orders evaluated periodically to make sure they support the curriculum?
   c. Do the advantages outweigh the disadvantages of becoming a United States government documents depository?
   d. Can a systematic policy on weeding the collection be developed and implemented?
   e. Can an archival policy be developed and responsibility for the special collections be assigned?
3. Periodicals
   a. Do bound and unbound periodicals need to be shelved separately?
   b. Do current science periodicals need to be separated from other current periodicals?
   c. Can binding be done more systematically?
   d. Can preparation for binding be done by a library assistant and supervised by a librarian?
4. Technology
   a. Can book processing be improved in terms of speed, accuracy, and skills

required of student assistants by using additional mechanized processes?

b. Can reference service be improved by using computerized databases?

5. Organization

a. Do the job descriptions accurately reflect the functional needs of the Library and the responsibilities of the individuals who meet those needs?

b. Insofar as possible are the tasks and responsibilities divided to challenge each individual's potential and are the tasks performed by the least trained individual capable of successful completion of those tasks?

c. Are the lines of communication, both upward and downward, clearly delineated and consistently utilized?

d. Can the function of the Library Committee be clarified: specifically (1) its relationship with the Librarian and the library faculty and (2) its level of responsibility in providing library services?

12. Planning Assumptions

The following planning assumptions are forwarded to other bodies of the self-study. The underlying premise of these planning assumptions is one of guarded optimism with a basis in fact. More optimistic assumptions are not warranted in light of the current and projected economic situation. On the other hand, more pessimistic assumptions might become self-fulfilling and be detrimental to the educational program of the College. The assumptions are classed accordingly: A - more important, B - important, C - less important, and are ranked within the classes. Because of their interrelationship, they have not been divided into the categories Environment, Institution, and Library as was the body of the Situational Analysis report.

Class A - Most Important

1. Vigorous leadership needs to demonstrate the central place of the Library in the life of the College, even at the cost of peace and quiet for the Administration.
2. Undoubtedly much decision-making power lies primarily in the hands of key administrators, meaning that discussions about decisions concerning Library oriented issues have not been encouraged. However, the Self-Study Committee recommends that the Faculty be more directly involved in discussions of budgetary issues, especially as the College enters a period of austerity.
3. Shrinking enrollments going into the 1980's and consequent budgetary pressures on the College mean that significant increases in total library funds are unlikely. However, the prospect of high cost of student textbooks leads the Committee to anticipate greater use of and reliance on the Library.
4. The Library budget will continue to be at least five percent of the total College budget.
5. The book budget will continue to increase so that we can turn around the trend of purchasing fewer new books each year.
6. The number of current periodical subscriptions will be maintained.
7. A policy of systematic collection evaluation and weeding will be implemented.
8. The Library will retain its current level of staffing.

Class B - Important

9. Allocation guidelines for the book budget will be instituted to respond quickly to reflect changes in curriculum.

10. The Library will continue to respond to changing technology, e.g., participation in OCLC, INCOLSA, and database services.
11. The Library Committee will continue to be an advisory group to the Library Director.
12. Continuing effort will be given to develop library orientation, bibliographic instruction, information service, and referral capabilities.

Class C - Less Important

13. The Library will retain its present physical facilities and may add some storage space in an adjacent building as needed.
14. The Library will remain open approximately the same number of hours.

REPORT OF THE

NEEDS ASSESSMENT SUBCOMMITTEE

SMALL LIBRARY PLANNING PROGRAM

Funderburg Library
Manchester College
North Manchester, Indiana
January 11, 1980

INTRODUCTORY NOTE

The Needs Assessment Subcommittee of the Library Self-Study Team was chaired by Joyce Leckrone, the Acquisitions/Circulation Librarian. Other members of the subcommittee were Dwight Beery, June Enoch, David Kreps, William Scott and Allen Willmert. Associate Academic Dean Rowan Daggett also sat in on many of the subcommittee's meetings and assumed a heavy responsibility in the writing of the report from the management perspective.

The chairperson wishes to thank all of the subcommittee members and Dean Daggett for the time and effort that each has invested in this phase of the self-study.

INSTITUTIONAL/LIBRARY POLICY MAKING

Funderburg Library has usually received clear communication and consistent cooperation from most sectors of the College. While direct participation in policy-making committees has not generally included the college librarian, there have always been both a close, working relationship with the Dean of the College and his keen interest in representing the needs of the Library to higher administration, to the Academic Policies Committee and to the Business Advisory Committee.

Because the President and the trustees have encouraged and actively pursued the achievement of a sense of community among administration, faculty, staff and the student body, a common interest in working toward institutional goals has developed. The Library has both contributed to and benefited from this mutual concern. In 1960, before Funderburg Library was scarcely even a dream, the Dean of the College and the President enthusiastically supported the Library Director's preparation of a proposal to the Lilly Foundation for funds to expand and improve the book collection. This resulted in a grant of $20,000, much of which was used to upgrade the general and specialized reference collections.

Among the new items purchased were many important resources that would require regular updating if they were to continue their usefulness. Thus, the effect of the Lilly Grant was to stimulate an increased resources budget for the Library. The administration responded favorably, and steady growth of the collections was soon taxing the available space in the building.

The Library Director's reports to the President indicate that in the early 1960's while ideas for remodeling and adding to the Library were circulating, an entirely new facility was the undisclosed dream of more than one person. Several

members of the faculty who served on the committee to plan the present building are still impressed by the quality of the data-gathering and the thoroughness of the planning that resulted from the close interaction of the Library Director, the Dean of the College, the President, consultant Guy Lyle, and several committees.

Evidence indicates that that representation in policy-making through the Dean of the College has continued to succeed in procuring support for the library. Experiences with using contracted services to augment our collections are an outstanding example of administrative willingness to respond to changing library needs. However, the Needs Assessment Subcommittee has identified three concerns, attention to which could serve both institutional and library needs more effectively. They are: (1) Improved library representation in curriculum change deliberations, (2) More substantial recognition of librarians as teaching faculty, and (3) Greater attention to library needs in institutional resource allocation. We shall examine each of these in more detail.

1. Improved Library Representation in Curriculum Change Deliberations

Institutional policies which affect the Library are primarily those of curriculum and resource allocation. To a lesser degree the changes in faculty, the career orientation of students in a Liberal Arts college, the degree to which the librarian can enter into both policy-making and policy-implementation have implications for the library. Furthermore, how the administration and classroom faculty view the role of the library and the library faculty in academic affairs can either hinder or help the functioning of the library.

Curriculum is both generated and changed on the departmental level. The need for new courses, for example, is conceived at this level, the proposal coming from an individual faculty member through the department chairperson. The course

may be designed either as a requirement or an elective for majors, or as a service course for general studies. From the department, a prospective course is sent next to Academic Policies Committee which evaluates it in the light of overall curriculum needs. If approved, the course is then recommended to the entire faculty for approval.

Curriculum is also changed on the departmental level. For example, a course may retain the old title but the content be so changed by a teacher that it has little resemblance to the former course. The problem of receiving the information regarding the change in course direction under an individual faculty member is not easily resolved. Yet if this change is major, library acquisitions could be supporting the wrong content. A frequent reminder to faculty that such major changes in direction should be brought to the attention of both the Acquisitions and Reference Librarians would help our holdings and services to reflect this change.

The concern for inadequate representation in curriculum change deliberations is raised here because the college librarians' perspective on proposed changes in the curriculum is different from that of any other office or faculty position. Since the library is recognized as the academic center of the college, its representative would be able to contribute important information from that center to the consideration of academic programs. A library representative would have in mind the unused or under-used strengths of various collections as the design of new courses and programs is considered. Indeed, the ideas and information contributed by the librarians might conceivably be data needed to help the committee determine whether or not a proposed program is academically sound. Certainly, library materials to support totally new directions and emphases cannot be acquired in the space of a few months, perhaps not even in a few years without supplementary appropriations. Therefore, curriculum decisions are

especially significant to the library. Moreover, budget and acquisitions decisions take more time than is usually available if librarians first learn of new proposals at the faculty meeting at which they are presented for approval. Faculty Forum returns identified one of the major weaknesses of the library as the lag behind changes in curriculum. One of the suggested ways to improve performance was for the library faculty to be more "forward" in working with course development.

In a "Statement on Faculty Status of College and University Librarians" (Appendix, p. A40), drafted by a committee of the Association of College and Research Libraries, the Association of American Colleges and the American Association of University Professors, the following paragraph appears.

> The character and quality of an institution of higher learning are shaped in large measure by the nature of its library holdings and the ease and imagination with which those resources are made accessible to members of the academic community. Consequently, all members of the faculty should take an active interest in the operation and development of the library. Because the scope and character of library resources should be taken into account in such important academic decisions as curricular planning and faculty appointment, librarians should have a voice in the development of the institution's educational policy. (Emphasis added)

Therefore, the Needs Assessment Subcommittee views the lack of direct library representation on Academic Policies Committee as a serious weakness in the area of institutional/library policy-making.

Recommendation: Since it is important that the library have early information on course proposals, since all proposals come to the Academic Policies Committee, and since meaningful discussion of curriculum development takes place in Academic Policies Committee, the Needs Assessment Subcommittee recommends that the Study Team's action planning include a proposal for the Library Director and/or Acquisitions Librarian to be an observer or an ex officio member of the Academic Policies Committee.

2. Recognition of Librarians as Teaching Faculty

Developing and maintaining a quality classroom teaching faculty has long been a concern of both the Administration and the Faculty itself. To this end they jointly devised and approved a policy statement on Faculty, Rank, Promotion and Tenure, which appears in the Faculty Manual on pages IV-13-15b. The various standards, requirements and evaluations were designed to encourage individual improvement of professional competence, to recognize progress made, and to reward achievement with public announcements of promotion and private increases in salary. While all of these may be regarded as subordinate to the inner and personal satisfaction of having set and achieved goals, still the outer and public notice of achievement gives an undeniable boost to morale and the incentive to set new goals.

Although librarians are not classroom teachers, they are much more involved in the academic teaching-learning process than any of the administrative faculty. Moreover, while administrative faculty have unique responsibilities, each of the four librarians engages in the pedagogic process an average of eight hours per week in addition to the other, more specialized responsibilities assigned to them. The institution has chosen to recognize the uniqueness of librarians and their service-oriented responsibilities by designating them as "library faculty." However, the absence of stimuli to pursue professional goals denies them any kind of recognition or promotion unless the Library Director resigns, retires, dies, or is fired. This situation has a demoralizing effect on library faculty. As one librarian phrased it: "We are given a dead-end appointment. There is no plan for encouraging or recognizing professional growth and achievement."

The classroom teaching faculty are referred to in the Faculty Manual and other institutional documents as The Faculty of Instruction because their primary

function is teaching in the classroom. However, eight persons are listed whose primary function is not teaching classes. Three of the four librarians have recently been teaching courseslisted in the catalog in addition to meeting classes for bibliographic instruction, tutoring, and teaching library skills on a one-to-one basis. Yet they are not considered part of the Faculty of Instruction. Moreover, because they have no departmental or divisional attachments, librarians are ineligible for election to several academic committees and the library's perspective is lost to their deliberations.

The "Statement on Faculty Status" also includes this paragraph:

> Faculty status entails for librarians the same rights and responsibilities as for other members of the faculty. They should have corresponding entitlement to rank, promotion, tenure, compensation, leaves, and research funds. They must go through the same process of evaluation and meet the same standards as other faculty members.

The library faculty appreciate the existence of rights and responsibilities for librarians at Manchester College. Nevertheless, from the perspective of institutional/library policy making, the Needs Assessment Subcommittee perceives a need for some orderly system of evaluation and recognized promotion of library faculty. Such a system should incorporate qualifying standards in education, experience, contribution to the college and community, and other criteria. Appropriate designations of advancement should be devised that have an equivalence to professorial ranks. If such a system should then enhance staff morale, its most important achievement might well be an improved program of library services to faculty and students.

3. Library Needs for Increased Resource Allocation

The third concern from the institutional/library policy perspective is highlighted in the Situational Analysis Report, viz., that dollars for library resources, especially for books, have not increased sufficiently to compensate

for the decline of the dollar's purchasing power. That the library has been accessioning fewer purchased books each year because the average cost of college library books has climbed much more rapidly than the budgeted amount for books is indisputable. The Library Director attributes this situation in part to the unusually large support granted to Funderburg Library in the 1960's and early 1970's to build a creditable, basic collection for the college's liberal arts program. Even more striking are the increases in periodicals costs in this decade. As Table 17 of the Appendix (p. A20) shows, expenditures in the institution have supported the library's need for increased periodicals budgets, enabling most subscriptions to be continued without a break. Thus, from the mid-seventies to the present, when the sharpest book price increases have occurred, the Library Director, in consultation with the Acquisitions Librarian, requested only modest increases for the book budget in order to cooperate with the institution-wide effort to avoid deficit financing.

In the last two years, however, extremely large increases in book prices have begun to hurt the library's acquisitions program. Facing this situation and facing a time when the library needs to evaluate, weed and update various subject area collections, the Needs Assessment Subcommittee recommends that the Study Team's action planning include the urgency of increased budget allocation for library resources.

4. Conclusion

It is most appropriate to close this portion of the Needs Assessment Report by expressing appreciation for the support the Administration has given the library in efforts and expenditures that have not always appeared in the library's accounts. An illustration is the improvement of the atmosphere of East Room, the cost of which will exceed $3,600.00.

In summary, the committee recognizes the active concern and representation of the library by the Dean of the College and other administrative officers, but believes that lack of direct library representation in curriculum change deliberations is a weakness that should be remedied, that lack of an orderly system of evaluation and promotion is discouraging to library faculty, and that library resources budgets will need to be increased to meet curricular changes and higher prices.

USERS AND THEIR NEEDS

Funderburg Library's principal user groups, not surprisingly, are the faculty and the students, whose use of the library's resources and services is not solely course-related. A significant number of both groups use the current periodicals on a regular schedule to keep abreast of national and world affairs while a limited number of both groups borrow from the collections to fulfill their general and recreational reading needs. Some faculty use library resources to sharpen teaching competence in their particular disciplines. But the more frequent purpose of library use by both groups is to prepare for, to review, to evaluate, to verify or to augment the teaching-learning activities of the classroom.

The Needs Assessment Subcommittee has gathered data from the faculty through the Importance-Success Survey, the Faculty Forum conducted during the August 30, 1979, afternoon workshop session, and the convening of five discussion groups embracing all of the academic departments, chiefly by divisions. The subcommittee prepared a modified version of the Importance-Success Survey and mailed it to every student, inviting and allowing space for comments on each question. In addition, two of the committee members scheduled three open discussion sessions for students in the lounges of several dormitories. Samples of all of the forms used, together with tabulations of the data, are appended to this report (pp. A29 to A35).

The faculty responses to the Importance-Success survey were recorded both as a group and by divisions. The Student Survey returns were analyzed as a whole, by class standings, by nine subject area groupings and by five ranges of the number of hours-per-week of library study. When categorized and counted, the

voluntary comments gathered at the Faculty Forum and from the student questionnaires also yielded significant information. The chief concerns of the Faculty Forum provided the framework of the subsequent faculty discussion groups.

The needs identified by the two major user groups were arranged by two subcommittee members under five headings: course planning, communication, orientation, facilities and equipment, and resources and services. In committee, the needs were combined and reassigned to eight basic categories; evaluated according to significance, realism and feasibility; and assigned priorities. The eight categories of needs were reviewed in the following order, and the balance of the user needs perspective will be presented in the same order: (1) Orientation, (2) Bibliographic Instruction, (3) Course Planning, (4) Communication, (5) Collections - Books and Media, (6) Collections - Periodicals, (7) Services, and (8) Facilities and Equipment.

1. Orientation

Since the occupation of Funderburg Library in 1966, freshman and new students by transfer have been offered the opportunity of meeting one or more of the librarians and of receiving a tour of the library on one of two days just before the opening of each fall term. This orientation scarcely more than announces the existence and location of the library's several services and collections and explains the simple procedure of their using student identification cards for borrowing transactions. Those who take the tour are at least physically present in the various parts of the library and may become less apprehensive of the space encompassed. Another purpose of the orientation tour is to demonstrate an open friendliness that encourages students to seek staff help when they need it.

The weaknesses of this orientation program are: (1) That only one-half, more or less, of the new students elect to take the tour, (2) That it comes at

a time when many other new things to learn are competing for their interest and attention, (3) That tours are offered only once a year so that students starting in January, spring semester or the summer are never even scheduled to participate, and (4) That the tour introduces too many things in too short a time so that retention for many is minimal. Negatively written criticisms of the freshman orientation tour outnumbered positive comments almost two to one. Several written comments and the data on recreational reading indicate that an important part of the tour should be an explanation of the several locations of our fiction and biography. Therefore, freshman tours should be continued but with fewer emphases so that students do not feel overwhelmed, but rather encouraged to return for information again and again.

In this category, however, the Needs Assessment Subcommittee reserves the highest priority for the need to provide and promote library orientation or re-orientation for all faculty members, either by individual requests or by professional studies meetings. A faculty better informed on current library services and resources should bring rich, educational dividends to their students.

The faculty group meetings fostered comments to the effect that professional pride might keep some from asking about information that they feel they should be expected to know. A few suggested that a faculty professional meeting be scheduled within the library for a general information and orientation program including locations of shelf list, bound and current periodicals, bibliographies, important reference volumes, various media, etc.; a run-down of services and procedures for using them; and an explanation of equipment available. While much of the information exists in the Faculty Manual and the four-page "Brief Guide to the Library," a session in the library might dissolve fears, spark enthusiasm and prevent misunderstandings.

Related to this high priority need is the continuation of new faculty orientation, although that should require less time when a general orientation for all faculty becomes a reality.

2. Bibliographic Instruction

Positive responses from students and faculty alike to the several experiences of course-integrated bibliographic instruction conducted by library faculty have reinforced the perception that this kind of program, expanded and refined, holds the greatest potential for effectively utilizing our library's resources and services, and therefore is of highest priority among significant library needs. Some education courses have included planned library instruction since the mid-sixties when the Curriculum Laboratory first became a major asset of the teacher education program. A few professors planned other courses with a keen appreciation for special library instruction in harmony with their objectives, but several faculty contacts with the Earlham College Library's program of bibliographic instruction brought the possibilities for expansion and improvement at Manchester College into sharper focus.

On April 4, 5 and 6, 1979, Manchester's Associate Academic Dean, another professor, and two librarians attended a workshop at Earlham College to learn more about the problems and successes of their plan and to stimulate enthusiasm for employing that knowledge in our own library's program of bibliographic instruction. The modest increase of interest in planning for course-integrated bibliographic instruction during the fall semester, 1979, together with the appreciation expressed by participants, underlines the observation that here is a most significant library need.

While a broad employment of course-integrated bibliographic instruction would reduce the need for a specially designed short-credit course in bibliographic resources and techniques, the latter would be beneficial to students

whose schedules gave them only minimal experiences in the former. Either instructional path would introduce strategies for several kinds of information searches. Efficient use of periodical indexes, the card catalog, and standard general sources would precede course-oriented instruction in appropriate, more specialized abstracts, handbooks and encyclopedic reference sources.

3. Course Planning

An integral part of course-integrated bibliographic instruction is the need for faculty members to incorporate library use seriously and intentionally into their course planning. This kind of instruction cannot be realized in a last-minute, haphazard fashion but requires careful, prevenient consultation with a librarian.

The Faculty Manual on page VII-2 reads:

> The library faculty are eager to assist classroom faculty with building into their course planning, effective student use of library resources. The reference librarian will either give you an appointment for joint planning of schedule, content, and procedure or refer you to another librarian for the same.

Ideally, joint planning of classroom teacher and librarian should begin at least three or four months before the start of the course to allow for preparation of materials and possible acquisition of very important resources not available in the library. However, planning with much less lead time is better than no planning at all, whereas an unplanned, haphazard library excursion may create more problems than it solves.

Faculty members who have planned closely with a librarian for course-integrated bibliographic instruction have been generally pleased with the resultant library skills acquired by their students. While a few student comments were critical of this kind of experience, most volunteered remarks expressed varying degrees of appreciation for its immediate value. Course-integrated

bibliographic instruction is even more commendable for the carry-over value of the library knowledge gained. Much of it is applicable to related courses in the same discipline and in similar disciplines and may foster an abiding inclination to use libraries frequently and effectively.

Therefore, the third high priority need from the user perspective is the need to persuade classroom faculty: (1) To include library holdings in planning course content and in making library-related assignments, and (2) To advise students of the importance of using the library, stressing availability, variety and location of services and resources.

4. Communication

From the user perspective the fourth high priority need heads a fourth category labeled "communication." Briefly stated, it is: the need to inform the faculty of new resources, new developments and new policies related to both their general academic interests and their disciplinary and departmental concerns. Opinions on how best to improve communication vary greatly and often stand in sharp contrast. For example, while one faculty group almost in concert said: "Deliver us from another handbook or publication to read and keep track of," another group suggested a cover sheet accompanying the monthly "Books Added List." Several groups suggested placing items in the weekly "Faculty-Staff Memo," which apparently is read carefully by almost everyone.

While there is little support for a faculty library handbook there is broad interest in the idea of separate departmental guides containing information such as departmental allocation guidelines; supplemental "Books Added" lists; changes in equipment, services and policies; notices of binding schedules; and suggestions on how best to initiate changes in the journal subscriptions.

Communication fails when the transmitter or receiver, and less often the carrier fail. For example, library faculty assume that library information

duly published in the Faculty Manual and the four-page leaflet, "A Brief Guide to the Library," is generally known to their classroom colleagues. Because it may not be known if it is not read, the library may need to repeat and reinforce with various media in order to assure a wider reception of its messages. On the other hand, not all library information pertinent to classroom faculty is to be found in the printed sources mentioned. Therefore, the library faculty needs to review and modify procedures that may permit important information to remain uncommunicated to their classroom colleagues. The freedom and encouragement to ask and answer questions may also help to diminish problems that arise from poor communication. Some faculty raised the concern that library information important to a department may fail to get around to all of the members of the department. (The Needs Assessment Subcommittee does not believe that the Library Self-Study is an appropriate forum for that kind of departmental problem.)

5. Collections - Books and Media

The first priority in this category is the need to evaluate, weed, and update systematically a number of subject area collections. From the time of the occupation of Funderburg Library in 1966, the building of a larger and more appropriate and useful liberal arts collection to serve the college community and the curriculum has been an institutional priority. However, very few outdated and relatively useless volumes have been removed during this time, most withdrawals having been superseded editions, annuals, or similar items. The effect of these actions has been to mix new and current books with older volumes, many of them very old. This mixture is especially obvious and discouraging to students searching or browsing among the DDC 600's, Applied Sciences and Practical Arts, but other subject area collections also need attention.

While the library faculty has been aware of the need to evaluate, weed, and update the collections, the desire to reach a total collection of 150,000

and the lack of storage space for older, less frequently used volumes have combined to forestall a systematic weeding process.

Fifteen students commented on the frequency of out-dated volumes on the shelves, a depressing situation to confront when building a tentative bibliography for a term paper. Faculty and students alike have identified several subject areas in which the abundance of old books and/or the paucity of up-to-date materials is most troublesome: business administration, management, marketing, home economics, nutrition, Latin American studies and reading skills. To these one could add health, agriculture, aeronautics, radio and electronics, basic industries, and scattered areas in the social sciences, general literature and general music. However, the tabulated data of fifty-five students majoring in the business/management/marketing area indicated no greater differential between importance and success with respect to class preparation and research needs than did the student group as a whole. Both groups responded "Good Success" in class preparation on 60 percent of the returns while the "Good Success" on research needs was 50.9 percent of the business majors compared to only 44.7 percent for all students. The frequent comments of business majors on out-of-date materials speak more to the need to weed than to update. For, in truth, the department of Economics and Business has been supported during the last eight years both by grants and by departmental allocations significantly larger than all but one of the other academic departments.

A second and related high priority in this category is the need to form and/or expand collections to support new curricular programs such as special education. A number of faculty have commented that this need suggests another: namely, the need to have library representation on Academic Policies Committee in order to aid and assure concurrent, complementary growth of courses, programs and library collections. In any case, changes in the curriculum have a direct

affect on both the usefulness of present collections and the directions future collection building should take.

Of secondary importance in this category is the need to weed out and, if possible, replace the phonorecords that are badly worn. Many of the phonorecords that were transferred from the music department's library in 1966 are still on the shelf even though their condition produces as much surface noise as music.

The need to have access to more varieties of U.S. Government documents, especially hearings of Congressional committees and copies of background materterial made available to Congressional committee members, was suggested by four faculty and one student in terms of our needing to become a federal government depository library, which is one of several possible ways to meet the need. The Library Committee heard urgently presented appeals for this solution from two faculty members in the spring of 1979. Because those faculty members may not have been aware of the ramifications of depository library status, the question raised in the Situational Analysis Library Profile (p. 58) is reaffirmed here as another second level priority need, viz., that the advantages and disadvantages of becoming a U.S. government depository library need to be carefully examined.

6. Collections - Periodicals

The steady and sometimes unreasonable rise in periodical subscription rates compounded by the common practice of even higher terms for libraries has prompted frequent suggestions from some faculty that they need to study seriously the reasons why certain titles are continued, and determine whether they are still a worthwhile investment for their curriculum. Consequently, an understandable first priority need in this category is to re-examine carefully with each

department the specialized journals subscribed to and to base retention as well as future selection upon coverage in the general periodical indexes to which the library subscribes. A certain science periodical, for example, which the library has subscribed to and has bound since 1961, costs $175.00 in 1980, or $14.58 for each eighty-page monthly number, and it is not currently accessible via any index available on campus.

Although only a few faculty and students recommended this re-examination of subscription lists, the library strongly supports this need. Certainly, the many suggestions from both students and faculty that "more" periodicals are needed is better served by close examination of the value and appropriateness of current subscriptions. Student comments frequently expressed disappointment that a number of citations in the indices are not actually available in the collections. While instruction in efficient use of the indices might prevent some of that disappointment, so also might the careful revision of the list of subscriptions to specialized journals.

A second high priority need is an increase in the number of periodicals in certain subject areas. The business/management/marketing courses represent one of those areas in terms of the high enrollment and the low level of periodical support. While the survey returns for the fifty-five students majoring in this area showed "Good success" and "Fair success" at the same thirty-seven percent as for all students, these majors showed a differential between "Very important" and "Good success" of twenty-nine percent as compared with eighteen percent for all students. Other areas identified as needing more periodical support were special education, reading skills, and radical points of view. Special education is a relatively new emphasis in the department of Education, and new journal subscriptions limited to that area may be justified. However, the current interest in mainstreaming all kinds of handicapped students has prompted the inclusion

of special education articles in many of the general education journals. Committee members disagreed on the validity of needs in the other two areas mentioned, but both should be assessed along with the first two.

7. Services

In the services area both faculty and student surveys revealed a wide and general commendation of the helpfulness of library faculty as well as of the quality of the library's response to needs. Faculty suggested improvement, however, and students enough complain for the Needs Assessment Subcommittee to perceive a few needed services. They have assigned three to high priority, four more to a second priority and one to a lower priority, marked A, B, and C respectively.

(A) 1. The Library needs to improve its provision of consistent and readily available assistance to students with reference and research needs. At least eighteen students have been dissatisfied enough to volunteer comments either stating or implying that the Library could do a better job. It is impossible to satisfy everyone on every occasion, but it is possible to improve performance. Some faculty members have said that librarians should more agressively promote faculty planning for library use in their courses; perhaps librarians also need to offer their assistance more aggressively to students who appear to be puzzled, to be lost, or to be in need of assistance but afraid to ask. As one student said: "Students need to know that librarians are there to help...Ask students if they need help." For whoever is on duty at the reference desk, this may mean being more alert to signals of frustration and moving directly to offer assistance.

(A) 2. The Library needs to re-examine policy on the lending of periodicals and to find some way to nurture a respect and sense of honor among

students who have limited conscience about removing articles for their own convenience. Some of those who have complained about missing pages may themselves be tempted to rationalize mutilation and theft on the basis of "self-defense."

(A) 3. The Library needs to direct patrons clearly and prominently to the locations of current numbers and backfiles of periodicals. For example, a sign on main level above the shelves holding Science and Scientific American might list the science periodicals located on the lower level opposite Biological Abstracts. Some faculty suggested a brief printed key to give the same information along with locations and arrangements of backfiles.

(B) 4. The Library needs to investigate alternative arrangements for quick and accurate literature searches that might be more satisfactory than the present contract with The Institute of Paper Chemistry for Chemical Abstracts searches.

(B) 5. The Library needs to reduce the time between a faculty member's ordering a book and receiving notice of its arrival. Inasmuch as delays can be caused by several uncontrollable circumstances, this concern should have been explained more precisely.

(B) 6. The Library needs to shelve bound periodicals more frequently, according to a significant number of students, to reduce the time searching for a desired volume. The library staff have observed that April and November are months in which this need is most evident. They have also noted that the bound titles most frequently off the shelves during term paper time are Time, Newsweek, U.S. News & World Report, Science, Psychology Today, Business Week, New Republic and Saturday Review. Certainly additonal shelving time during periods of increased use is both reasonable and feasible.

(B) 7. The Library needs to improve access to Curriculum Laboratory materials according to several education majors. Some suggested a separate

card catalog for them, but the chief concerns might be resolved by a few identifying signs for various media locations and the posting of a key to the classification system used for many of the materials.

(C) 8. The Library needs to provide supervision in the music listening area, according to music faculty. The concern is based on a desire to assure no misuse of the equipment and to encourage more careful handling of the phonorecords.

8. Facilities & Equipment

The Needs Assessment Subcommittee has grouped the concerns in this category into twelve identified needs, four with high priority, three with secondary priority and five with lower priority, marked A, B, and C respectively.

(A) 1. Of highest priority is the need to eliminate discomfort caused by draftiness combined with the 65-degree temperature required by the government. Because the thermostat settings cannot be increased without the danger of incurring a fine, the specific need is to reduce the velocity of the air circulation so that body heat is drained away at a slower rate. Eighteen respondents emphasized the distraction from study or the inability to concentrate because of "chilly drafts," "cold feet," "cold fingers," or just a consciousness of being cold. Library staff have complained repeatedly, and the Library Director has tried in vain to move administrative wheels to restore the more versatile two-speed equipment originally designed for the building.

(A) 2. The need to make East Room more comfortable and less formal and austere is a high priority need upon which the library has been working for two years, ever since the 1977 student survey raised this need. If all schedules are met, progress toward fulfillment of this need will be visible in January, 1980, for the room is to be carpeted during the holiday recess. Other changes

have been planned and will be implemented as funds become available. The improvements are not coming from budgeted library accounts.

(A) 3. The need for regular maintenance of equipment in the several listening areas, as well as earphones taken to those areas, is a particular concern of the music department. The institution's uncertain direction in providing electronics maintenance for all campus equipment has been the principal problem for many years, one which has not been resolved. The concern of the music department and music majors may apply more to past experiences than to those of recent years, for the library staff has moved on its own to replace worn mechanical parts which affected the quality of sound reproduction on turntables. Moreover, the equipment readiness has not been below two-thirds capacity for two years and in that time has always met the demand. Related to this need is the unfortunate placement of the college radio station's antenna less than a hundred feet from the previously designed and located listening area in the library. When all conditions coincide, preventing the radio station signals from intruding on certain listening equipment is impossible. This interference has caused the scattering of listening equipment to other locations in the library.

(A) 4. The need for equipment to clean and reduce static electrical charges on phonorecords automatically together with a systematic plan for using the equipment is obvious to patrons who use the record collection. Music majors and faculty members comment frequently on the deteriorating condition of our phonorecords. When such resources are used by many persons with little concern for helping to keep them in first class condition, the grooved surfaces cannot escape the effects of skin oil and fingernails, much less the occasional residue of a lollypop or candy bar. The desk assistants cannot be asked to clean the

phonorecords by hand and still give prompt service to patrons, but they could do the cleaning with the proper equipment.

(B) 5. To continue using only partial illumination in order to save power, the Library then needs to examine and adjust illumination patterns and perhaps even to rearrange carrels and shelving in order to concentrate more study stations under full illumination with reduced lighting over stack areas. Students comment about poor lighting, especially in the four-way carrels, where the illumination has been cut by fifty percent. The book shelf above the desk-top blocks out direct light, and the dark sidewall on the left reduces reflected light even when all ceiling units are used.

(B) 6. Although book losses from theft are low in comparison to many institutions, some faculty believe that the Library needs better protection against theft. The combination of high cost and minimal additional effectiveness has caused previous consideration of electronic systems to be forsaken. Students are most concerned over missing articles from bound and unbound periodicals. After this problem is further investigated, some thought should be given to microfilm as back-up for frequently used and bound periodicals listed in Need No. 6 of the previous category, "services."

(B) 7. Interest among some faculty for a seminar room within the library is high enough to be listed as a need. In fact, the plans now in progress for East Room include a chalkboard and an overhead projector screen, both of which can be masked when not in use in order to preserve the aesthetics of the decor. While these features were first viewed as aids to bibliographic instruction sessions, they will double to make East Room a fulfillment of the need for the seminar room.

(C) 8. The Library needs to replace the noisiest of the buzzing ballasts in the fluorescent light fixtures. Only one student mentioned the distraction

or discomfort of that particular noise, but library staff have noticed its presence, especially intrusive when very few persons are present and no other sounds serve to relieve the persistent "buzz." (At such times, one may wonder whether it is a neurological disorder within one's own head.)

(C) 9 Faculty interested in a truly liberal education see the need for a "book exchange" room in which what they call "truant reading" can be encouraged. They are not sure that the library should be the place for it, but they believe the library might appropriately sponsor a place in which students and faculty alike feel free to exchange one book for another with no record keeping or other obligation. In some colleges, the library has provided such a room and has even given it an initial stock of items that might otherwise have been sold or discarded.

(C) 10. The faculty see a need for additional faculty carrels. Additional small rooms that can be secured are not feasible, but additional sharing of the four present faculty studies should be considered.

(C) 11. At least eight students expressed a need for improved chairs, inasmuch as the slope of the seats in both the wood and the molded chairs "throws" the body away from the table or carrel. The chairs encourage poor posture and are especially uncomfortable for portly people. The cost of new chairs makes that solution totally unrealistic, but there may be a way of leveling the wood seats to solve the problem without destroying the appearance of the furniture.

(C) 12. Six or more students stated a desire for fewer carrels and more tables, especially smaller tables. Reasons were not given, but observation indicates that the desire to be near a second person while studying is the foremost of them. Cost and space make meeting this need unrealistic at present.

A summary of these user needs, arranged by priority and by area of concern, appears on the next page.

SUMMARY OF USER NEEDS

A - (Highest priority)

ORIENTATION

1. Library orientation or re-orientation for faculty members and continuation of new faculty orientation.

BIBLIOGRAPHIC INSTRUCTION

2. Continued development of CIBI, trying to get all freshman and new students, and building on that base through bibliographic instruction in more advanced courses.

COURSE PLANNING

3. Persuade faculty to include library holdings in planning course content, to advise students of importance of using library resources and services.

COMMUNICATION

4. Inform faculty in several ways of new or changing resources, developments, policies, etc.

COLLECTIONS - BOOKS and MEDIA

5. Systematically evaluate, weed and update collections by subject areas - esp. DDC 600's

6. Form and/or expand collections to support new curricular programs.

COLLECTIONS - PERIODICALS

7. Re-examine carefully with each department the specialized journals subscriptions.

8. More periodical support for some new or developing programs, viz., business/management/marketing and special education.

SERVICES

9. More consistent and readily available reference and research assistance.

10. Review policies on periodical use to promote use but discourage "rip-outs."

11. Signs and labels for periodicals locations.

FACILITIES AND EQUIPMENT

12. Eliminate drafty conditions.

13. Make East Room more comfortable and inviting.

14. Regular maintenance of listening equipment.

15. Phonorecord cleaning equipment and plan.

B

ORIENTATION

1. Continuation of freshman tours, but fewer items called to their attention, and more tours after freshman days.

COLLECTIONS - BOOKS and MEDIA

2. Weed and perhaps replace phonorecords that are badly worn.

3. Investigate U.S. Government depository library status, possibility, advantages and disadvantages.

SERVICES

4. Investigate alternative arrangements for on-line literature searching.

5. Check for any unreasonable delays in acquiring and processing wanted resources.

6. More frequent shelving of periodicals, esp. in April and November.

7. Additional aids to finding Curriculum Lab. resources.

FACILITIES and EQUIPMENT

8. Study adjustment of illumination and/or rearrangement of seating.

9. Study security measures and plans.

10. Seminar room in library.

C

SERVICES

1. Supervision of music listening area and possible relocation.

FACILITIES and EQUIPMENT

2. Replace noisy ballasts in fluorescent lights.

3. "Book Exchange" Room for "truant reading."

4. Additional faculty study space.

5. Improved seating (chairs)

6. Fewer carrels, more tables, esp. smaller tables.

REPORT ON SURVEYS OF OTHER LIBRARY USER GROUPS

The Library sent a survey to 125 staff members in the Administration, Residence Halls, Food Service, Office, Physical Plant, Security, and the part-time Coaching Staff. Of that group, seventy returned the survey, or 56 percent, a number which indicates a high interest. According to the returns, 46 percent were not aware of the availability of complimentary library cards. Usage varied from a 25 percent yearly to 12 percent weekly usage, with 16 percent not using the library at all. For 15 percent library use was job-related and the materials consulted most often were books, journals, newspapers, and reference works. Needs expressed by the staff included the following:

1. The need for books in higher education, current materials, international dining and furniture refinishing.
2. The need to inform staff, perhaps by way of the Faculty-Staff Memo at the beginning of each school year, that they are invited to use the library and check out materials.
3. The need for a warmer atmosphere--both building and staff. Some remarked that help was either unavailable or preoccupied.

The Library also approached the eighty drive-in commuter students a second time, referred to the general student survey, and asked if they had special concerns about library services to them. As fewer than nine percent returned the survey, most apparently found adequate opportunity to be heard via the general student survey. Two respondents did express a need for a commuters' lounge which would be more homelike than the small room located on the lower level of the College Union which serves that purpose. (This need is not specifically related

to the library.) Other comments on the seven returns coincided with those of the general student survey.

ASSESSMENT OF LIBRARY NEEDS IN THE SERVICE DELIVERY AREA

Service delivery, a vital part of the total picture of what constitutes a library, involves both human and material resources, and the means by which these resources are made available to the clients of the library. Reviewing the current description of library personnel, facilities and collections is necessary to assessing the needs in the service delivery area. It is equally important to examine any needs in technical services and in public services.

The report from the Situational Analysis Subcommittee provides considerable data useful in assessing needs in the service delivery area. Reference will be made occasionally to pages in that report and to data gathered from user groups. Needs and ideas for change have been solicited from the personnel most closely associated with the services. Literature consulted includes several issues of the journal, College and Research Libraries, and the book, Farewell to Alexandria, edited by Daniel Gore, the sub-title of which is Solutions to Space, Growth and Performance Problems of Libraries.

1. Personnel

Job descriptions of the library faculty and the support staff can be found in the Situational Analysis Report (pp. 48-54). The library faculty consists of four professional librarians, all of whom hold Master's degrees from reputable library schools and who have attempted to keep abreast of developments in their field and to learn new techniques by way of workshops, professional meetings and the literature. They are knowledgeable and adept in their work.

The support staff, consisting of Technical Services Assistant, the Circulation Assistant, and Secretary are all very efficient in their work,

carrying out their responsibilities with a minimum of supervision by the librarians. Because of their reliability, they have been given increasingly responsible assignments. The Technical Services Assistant does preliminary searching on the OCLC Terminal. Both the Circulation Assistant and the Technical Services Assistant work sixteen to twenty hours per semester at the reference desk during periods of low library use. The Secretary takes a major responsibility at the Circulation desk in the summer hours. In addition, the library employs twenty-nine student assistants for work at the Circulation desk, for door check, shelving, book processing and clerical work. The Library also benefits from a full-time maintenance person who maintains the library as the cleanest building on campus.

The Needs Assessment Subcommittee has identified the following needs for consideration:

1. To examine carefully the work that occupies each of the Library Faculty to see that the best use is made of their skills and knowledge.
2. To determine the number of support staff necessary to smooth operation of all technical and public services.
3. To investigate again the possibility of adding some advanced students who have exhibited skilled use of the library to assist in reference and in preparation of bibliographies.

With the increased demands for service met this school year, 1979-80, comes the probability that demands for service will increase even more as a result of the self-study.

2. The Collections

Funderburg Library was built in 1966 to house 150,000 volumes. The total collection has grown from 65,000 volumes in 1966 to over 150,000 volumes in 1979. Shelving has been added and sometimes shifted to accommodate crowded

conditions in parts of the collection. Over the years there has been little selective withdrawal from subject areas.

For the past fourteen years, the lifetime of Funderburg Library, the librarians have seen no great need to weed the collection systematically, since there has been plenty of room. Books have been withdrawn when they were worn out or unpresentable, when their Dewey classification numbers were changed and their value was reviewed, or when the shelves were too crowded to accommodate outdated material.

In five years the library could face a very real space problem unless steps are taken now to begin a collection management program. Ways exist to conserve space within the library and to provide storage outside the library, but the size of the collection cannot grow indefinitely. According to ACRL standards, the collection is large enough for the present student body, but there is need to assess the quality of basic support in each subject area, and to continue to purchase well-reviewed, current materials. Retrospective materials should be purchased only when a change of direction in the curriculum demands it. Because the library faculty are committed to the development of the total collection, each of them makes recommendations for purchase, although the major portion of the library faculty selection is done through the offices of the acquisitions and reference librarians. The Reference collection is a working collection supported by twenty-five percent of the book budget. The user survey did not indicate any lack of materials in reference, only some difficulty in using them. The collection contains some materials for recreational reading, although comments on the user surveys indicate there is little time for such reading.

The collection of recordings, both disc and tape, continues to grow, and accessions at the close of 1978 had reached 4,365. The philosophy and the

selection policies that guide the acquisitions process are:

1. A recognition that Funderburg is primarily an undergraduate library with the following premises:
   a. that the primary client is an undergraduate student, not a graduate student.
   b. that the primary use of the building is for study and research and reserve reading.
   c. that most students do not use it more than they have to.
   d. that undergraduate research is not on the same level of difficulty as graduate, but more elementary, more easily satisfied with less sophisticated material than many educators request for their classes.
2. A recognition that the collection must support the curriculum, but must also provide materials to support current topical interest, changing trends, and marginally related materials for term paper research; in short, must reflect more than the faculty's needs for class assignments.
3. A recognition that the collection also must support the curriculum of the graduate students in those areas in which graduate degrees are offered. However, since this program is very small, graduate students should rely heavily on interlibrary loan for more sophisticated research materials rather than expecting them to be added to Funderburg's collection.
4. A recognition that it takes careful selection of journals to provide a lastingly useful collection and, again, that the primary client is the undergraduate.
5. A recognition that the Library must maintain up-to-date pamphlet files.
6. A recognition that the Library must maintain a curriculum laboratory for teacher education, including collections of standard current

textbooks, curriculum guides with a broad coverage of subject areas, study prints, tests, kits of manipulative materials, transparencies and other audiovisual materials and equipment needed to demonstrate the range of teaching aids available.

7. A recognition that the Library can add only those gifts that enhance the collection. The Library accepts gifts only with the understanding that they may be disposed of in any manner deemed appropriate.
8. A recognition that the Library can acquire additional copies of titles only when circulation demands cannot be met with the present number of copies of a specific title.

3. Major Strengths of the Collection

1. On the whole, faculty and students have judged the collection to be good. (See the summaries of student, faculty and staff surveys on pages A33 to A35.) Recent off-campus evaluation teams either from Indiana University or North Central, or teams from the State Associations in specific curriculum areas--namely, graduate studies, music, and social work--have indicated satisfaction and were even complimentary.

2. A system for allocation of the book budget takes into account all of the departments and their needs for materials and is responsive to changing enrollments and book costs. Probably the most subjective factor in the formula is "course reliance on library use," which is determined through a report from department heads. (See Table 15, Appendix p. A18, for the formula used for book allocation.)

3. As is true at many small colleges, faculty request the greater share of books for the collection within their own subject areas. In addition, Manchester faculty may suggest titles that are not in their subject areas, but few take advantage of this privilege; consequently, requests usually relate

at least to subjects within the faculty member's division. On rare occasions, a faculty member may request a book in a subject area outside the division. Because some of the faculty are widely read, such participation both strengthens and enhances the collection.

4. Major Weaknesses of the Collection

1. In the needs assessment survey, students commented that parts of the collection are outdated, that the books are old and that current books are lacking. Faculty likewise indicated subjects that need support with current materials.

2. Students are frustrated at their inability to find the journals listed in the periodical indices.

3. Faculty indicate that the library needs to provide collections more quickly in response to curriculum changes, especially when they involve new courses.

4. Because of the inflated book prices, faculty increasingly request the paperback editions, a move which has ramifications for both the endurance and the appearance of a library collection.

5. Needs Related to the Collection

1. The Library needs to emphasize to faculty the importance of wise selection--of requesting a book because it will fill a need and not because "It would be a good book to have." Despite the decline in buying power of the dollar, the Library must maintain quality and relevance to the academic program.

2. The Library needs to assess the ramifications of paperback purchases.

3. The Library needs to evaluate the collection, beginning with those areas singled out by the three user groups, student, faculty and staff, as needing attention, and continuing in an organized way until the collection has

been thoroughly examined. The faculty forum, faculty group discussions, student survey and staff survey generated suggestions that the Library expand its holdings in public domain, management and finance, government documents, modern Europe (19th and 20th centuries), foreign language publications, mainstreaming in education, junior high/middle school, school discipline, policy studies, reading skills, special education (LD & EMR), home decoration, and furniture refinishing. Two specific requests were for Congressional Information Service Index, and monthly issues of Current Index to Journals in Education.

4. The Library needs to establish levels of comprehensiveness for subject areas and try to define them qualitatively as well as quantitatively.

5. The Library needs to weed the collection systematically and perhaps to consider using a storage facility for older but still useful materials.

6. The Library needs to devise a way to lessen the frustrations of students in using periodical indices but not finding journals. Library literature suggests, for example, that an undergraduate library should have a core collection of indices that are most appropriate for undergraduates, such as Readers' Guide, Humanities Index, Social Science Index, and General Science Index. The library should then purchase most of the journals indexed in the above so that students will be reasonably sure of finding the periodicals they want, just as they are able to use the card catalog to find the books they want. Such a collection gives positive reinforcement to a student's search. Funderburg Library has other indices and abstracts not mentioned above that refer users to sources which must be acquired via interlibrary loan. Both faculty making assignments and students attempting to fulfill assignments need to understand the time required for interlibrary loan requests to be processed. Whereas undergraduates are under a time pressure to produce a paper immediately,

graduate students often enjoy more flexible schedules and can wait for inter-library loans to arrive.

7. The Library needs to keep an academically sound balance between the book collection and the periodical collection.

8. The Library needs to assess periodically the unavailability of materials to the users, for example, how often the material is in circulation, is lost, is at the bindery, or is misshelved.

9. The Library needs to review the record collection, replacing the worn copies and expanding the holdings in certain kinds of music, such as opera.

6. Facilities and Equipment

Funderburg Library was built with study facilities to accommodate one-third of an anticipated maximum enrollment of fifteen hundred students. With the present enrollment of twelve hundred, seating is more than adequate. A mixture of forty-six tables with individual carrels and blocks of carrels are so interspersed with shelving that studying can conveniently take place near the books to be used. The four faculty study rooms and the four small conference rooms for students are in demand. Two rooms, the Special Collections Reading Room and the East Room, which is an after-hours study room, can be, and occasionally are used as seminar rooms. Newly purchased lounge furniture, carpet, drapes and lamps are improving the appearance of East Room now.

Shelving, for 466 periodical subscriptions, has proved to be inadequate. The Library has shelved an overflow of 150 titles in the reference area, has shelved seventy-three science titles elsewhere, and has placed many gift titles on the lower level's unbound, back-volume shelves.

7. Microform Readers and Other A-V Equipment

No tally exists on the use of microforms, but observation indicates a growing use, especially of the New York Times microfilm. Of the four readers, one is a reader-printer. Three readers for microprint and microfiche take care of present needs.

Other equipment includes tape players, both stereo and monaural record players, controlled readers, 8 mm cartridge loop film projector, film strip viewers, slide projector, screen and language master, typewriters, 3-M copier, World globe. All are in sufficient quantity to meet requests.

8. Improvement and Expansion Suggestions

A. A need for more shelving for periodicals.

Additional sloped shelving should be purchased to care for all current periodicals on the main level. There are presently 114 sloped shelves. With an additional sixty-six sloped shelves (thirty to replace the reference shelves and thirty-six to replace the shelving by the exit door, microfilm module) there would be room for 264 titles. Additional shelving would care for periodicals in the near future.

B. A need for continuous maintenance of all equipment.

Microfilm readers and record players should be serviced regularly, as should the copy machine, the OCLC Terminal, and the typewriters. Consideration should be given to replacing the microfilm reader/printer and purchasing portable microfilm readers.

C. A need for control over typewriters in the typing room.

Since there is no control or supervision in the typing room, ribbons and other removable parts are constantly lost. The Library should consider the use of cartridge typewriters--or a similar kind--whereby the student signs for use.

D. A need for a projection screen and chalkboard in the East Room.

The Library should consider purchasing both to make the room more useful as a seminar room for occasional classes.

E. A need to change the location of the following materials:

(1) The Library should finish the Cumulative Book Index table, move it to the reference area, and shelve the United States Government Monthly Catalog on the top shelves. Need no longer exists to house the CBI in Technical Services but its use in a regular class assignment makes relocation appropriate.

(2) The Library should reconsider the division in shelving of the following:

(a) the Congressional records

(b) periodicals, bound and unbound and the mixing of both

(c) science journals separated from the remainder.

F. A need to investigate the rearrangement of reference materials to better facilitate use.

(1) The Library should divide the indices (or designate in some way)

(a) those which cover periodicals well represented in the library and likely titles for additional subscriptions.

(b) those for which a student might have to use ILL.

(2) The Library should shelve abstracts beside (b) above.

(3) The Library should consider traffic patterns and accessibility of the remainder of reference. For example, students might be better served to have college catalogs in the Reference 370's and labeling might aid accessibility.

G. In looking to the future, the Library should consider the possibility of a second OCLC terminal for public use and for ILL requests.

H. The Library needs to purchase a desk for the computer terminal and copier. The table used now is unsteady.

9. Technical Services

The principal strength of Technical Services comes from participation in the OCLC and INCOLSA networks, descriptions of which can be found in the Situational Analysis report. The principal advantage is getting materials in the hands of users quickly. When requests for catalog cards were sent to the Library of Congress, six to twelve weeks passed before they were received, and some problems took a year. Moreover, call numbers and subject headings had to be typed on the cards after their arrival. With OCLC, a user knows immediately if the item has been cataloged by someone else, changes for our catalog can be made on the computer, and the cards will arrive in a week to ten days, with call numbers and subject headings in place.

A few processes may still hold up progress. Acquisitions, for example, still must depend on the mail for all transactions. Furthermore, the Library cannot know if the material has gone out of stock, and the process is dependent on the pace of the publisher or jobber. This process often requires four weeks even when the material is readily available. A second delay is caused by dependence upon student help in book processing. Absenteeism and turnover do not promote efficiency, and in order to care for the summer backlog quickly more help is needed in September, the very time when new help is being trained.

The following suggestions have been made by personnel in Technical Services to speed up processing:

A. The Library should put shelflist information on the shelf list card via an OCLC profile change.

B. The Library should further mechanize processing by

(1) including a labeling machine as a part of the terminal

(a) for consistent labeling, and

(b) for elimination of hand lettering of nameplates

(2) purchasing a memory typewriter.

To help Technical Services operate more efficiently and to make the surroundings more pleasant, the following have been submitted for consideration.

A. The Library should purchase two additional carts, one for the Technical Services room and one for shelving in the 000's and 100's on the main floor.

B. Since the shelf list is very crowded, the Library should consider whether weeding the collection will answer the problem or whether more drawers need to be purchased.

C. The Library should rearrange periodicals, so that those waiting for replacements or binding will be located with the periodicals desk.

D. The Library should paint and carpet Technical Services room.

10. Public Service Needs

The kinds of public services the Library offers are reference assistance, Interlibrary Loan, bibliographic instruction, orientation of freshmen and new faculty, circulation of all materials, reserve collection, and some services to teachers and students of local public schools.

An attempt is made to have a professional librarian on duty in the library at all times when the library is open except from 5:00 to 6:30 P.M. This availability of reference assistance is above average. When the Reference Librarian is off duty, another librarian substitutes; however, comments on the student survey and the staff survey indicate that efforts to get help are not always successful.

The Reference Librarian reports that the service of interlibrary loan has increased. From January to the end of September, 1979, more items had been requested of other libraries and been received than in all of last year (264 to 261 last year) and that by the end of September nine more requests of material from Funderburg had been filled than in all of last year. Student comments

on the survey and in student interviews indicate that they find the interlibrary loan use expensive.

Bibliographic instruction, teaching students how to search, increased significantly in Fall Term, 1979, with more than five hundred students being reached in classes, in addition to the many individuals who requested help. Faculty who have experienced this instruction in their classes have communicated their satisfaction to other faculty; consequently, this service is expected to grow. The Library is also continuing its program of orientation of freshmen and new faculty. The response of students on the survey was positive with the suggestions that the Library conduct more tours later in the term.

Circulation records show that student circulation of books increased for September-November from 8,254 in 1978 to 8,731 in 1979; however, total student population was up from 1,094 to 1,237 so that the number of circulations per student in those three months dropped from 7.5 in 1978 to 7 in 1979. The months of greatest use of the library are November and April. In analyzing the figures of use of the collection by Dewey Classification (see chart), the 600's (applied science, including business and management) have the greatest use, followed by 700's (the fine arts) and 100's (psychology and philosophy). In comparing the last five years and the last two years, the Circulations Librarian notes that the 300's (social science, including education) remain in fourth position of use, the 900's (history, biography and travel) at eighth position with the 000's (bibliographies and general works) showing the least use. The 400's (languages) show more use over the past two years, compared to the five-year average, as do the 800's (literature) and 500's (pure science). The 200's (religions) show the most change, dropping from fifth position in the five-year average to ninth in the average of the last two years. No statistical

evidence indicates that the library is serving more high school students this year, but many have been given reference help in the evening hours.

The public service needs in Funderburg may be summarized as follows:

A. Librarians need to make a special effort to be available to students as much as possible and to consider every question, including the most elementary, as worthy of a cheerful, helpful response. Then the student most in need of help will not hesitate to ask again instead of just muddling through.

B. Librarians need to continue bibliographic instruction and the orientation programs, expanding as requested.

C. Librarians need to challenge faculty to make more and better use of the materials and the librarians in planning courses.

D. Librarians need to consider available library use data in the departmental weighting formula, replacing the subjective guess used in the past.

LIBRARY NEEDS FROM THE MANAGEMENT PERSPECTIVE

Preface

Because much of the data in this area required the cooperation of the Library Director, and because other data required a sensitive concern for persons, the Study Team Chairperson, the Library Director, and subcommittee member, Dr. William L. Scott, were assigned to devise a methodology for this part of the report.

Using the Small Library Planning Program, especially pages VI-37 to VI-42, Dr. Scott assembled a list of questions which could be used during personal interviews with librarians and support staff. A Management Questionnaire of twenty questions was also distributed to librarians, support staff and student staff. Anonymous responses were tabulated, the students' replies by the Librarian, and all of the other replies by Dr. Scott.

Both Dr. Scott and Dr. Daggett conducted separate interviews with each of the librarians and each member of the support staff. On the basis of the questionnaires and the interviews, the following report was written.

MANAGEMENT DOMAIN

1. Current Status

The library is under the direct control of the Library Director, who is head of the library staff and a member of the Library Faculty. As outlined in the Faculty Governance Document, the Library Director is responsible to the Dean of the College and reports to him, even though he annually submits both a budget and a report of library services and functions to the President of the College. The Library Director has general responsibility for supervising the library and the library staff, relating current educational practices and trends to library services, supervising library holdings, and keeping records. Although the Library Director may be advised by the Library Committee, a standing committee of the faculty for which he serves as executive secretary, he is not bound by its recommendations. Three experienced, professional librarians work with the Library Director, one in acquisitions, one in reference, and one in cataloging. In addition, three experienced non-student support staff assist in circulation, technical services, and secretarial work. These, along with approximately twenty-five students working part-time during the school year, are the library personnel.

As manager of the Library, the Library Director specifically assists in hiring and firing, organizes and directs the staff, prepares the budget and oversees its expenditures, sets policy and priorities, distributes information, and controls library operations. How smoothly the library runs depends, therefore, upon how effectively the Director does his job and motivates others to do theirs. The following paragraphs summarize a review of the management

domain of the library in terms of leadership and supervision, decision making and policy, budget, communication, and working relationships. An analysis of major strengths is followed by an analysis of major weaknesses and by an assessment of major needs, along with suggestions for meeting those needs, ranked according to priority. Information on which the summary is based was obtained through personal interviews with all professional and support staff individually in late November and early December, 1979.

2. Strengths

One test of strong leadership and supervision is the ability of the leader to draw competent co-workers into the organization. Skilled associates enhance any leader by lending authority to the leader's decisions and dicta. Able associates, by their talents and grace, make a leader look good, just as inept or incompetent associates, by their bumbling, make a leader look bad. Now in his fourteenth year at the college library and his eleventh as head of the Library, the Library Director has tested and proved over the years his good judgment in employment of staff. Both the Reference and Cataloging Librarians have been employed under his aegis. A second test of effective leadership and supervision is the retention of staff. A low rate of turnover suggests effective and pleasant working relationship, just as a high rate of turnover suggests the opposite. The Library Director is complemented by an Acquisitions Librarian serving her eighteenth year at Manchester, a Reference Librarian in his tenth year of service, and a Cataloging Librarian in her fourth. In addition, each of the three support staff has at least two years of experience at Manchester; one has more than a decade. Clearly, building and maintaining a strong professional support staff is the major strength in the management domain.

Furthermore, the library operates within its prescribed budget as it provides services daily to students, faculty, staff, and community patrons. The library policy of service-oriented operations reinforces the stated purposes of the college. Evidence from the surveys of faculty and students (see summaries on pages A33 to A35) indicates a high degree of satisfaction with operations of the library and testifies to the fact that leadership is assuring effective achievement of the mission of the library.

3. Weaknesses

A loyal, dedicated, long-term, and thoroughly competent staff at Manchester is one obvious manifestation of generally sound working relationships. As more than one staff member said, "This is a good place to work." Yet interviews with the Library personnel reveal that the most serious barriers to full, effective library operation exist in the management domain of working and supporting relationships. That differences in personality and style should begin to grate is not surprising, given the unusually long hours staff must actually see one another. Living and working day after day in others' presence and purview leaves both the sanguinary and melancholic vulnerable to insult and innuendo, as well as eager for encouragement and praise. No wonder, then, that patience, sensitivity, and language sometimes wear thin or that working as a harmonious unit is, at times, difficult.

Tension--tautness and balance--is healthy and productive, even necessary when both are maintained. Otherwise tension becomes pernicious and destructive. Fortunately, the tensions among the library staff have not reached the stage where they are destructive. But they are nonetheless real, and they need to be examined. Specifically, tensions have arisen when insecurities or suspicions have led people to misunderstand their colleagues. Among some of the issues causing suspicions and misunderstandings are the following:

A. Should professional librarians press for changes in academic status?

B. How should professional staff most effectively and humanely direct the effort and the time of the support staff?

C. Should support staff be allowed or encouraged to participate in giving reference information to students when professional librarians are unable to assist students?

D. To what degree are professional librarians open to receiving suggestions from support staff?

E. Do the librarians always treat their co-workers in a professional manner?

A review of the comments suggests that not all people feel strongly about all of these issues, but the fact that these tensions do exist is something that cannot be ignored.

In addition, some tension exists between those with power (information and the authority to act upon it), and those without. To the Library Director, as head of the organization, accrues the most power, the weightiest responsibility, and the heaviest burden for encouraging productive working relationships within the staff. How skillfully he succeeds must largely depend upon how sensitive he is to staff moods and needs. Although the Library Director is perceived as sometimes being inflexible and dogmatic, all staff agree quickly that he is generally fair, genuinely interested in each of them as persons, and supportive of them professionally. Some staff believe the Director needs to delegate routine jobs to others so that he can free himself to "envision" and "do long-range planning." Professional staff wish that they could be included--or consulted, at least--in formulating major policies and making decisions related to policy, e.g., matters pertaining to budget. (One who leads and supervises forcefully, plans and decides wisely, communicates clearly, budgets

prudently--and lives within it--and keeps everyone happy all the time is not only a good leader but a saint. Saints may be canonized, but they may also wear hair shirts, eat with the birds, and be burned at the stake!)

4. Needs

Finally, given the intensity of library staff relationships necessitated by almost constant interaction, and given the staff's basic competence, good intentions, dedication, and commitment to providing the best possible library services, it is possible to list both general and specific needs arranged from highest to lowest priority. Each need is followed by a suggestion by which library staff or others might meet that need:

A. A need for improved interpersonal relationships.

(1) Hire Dr. Paul Keller to conduct a workshop on interpersonal communication for the professional and support library staff before fall term, 1980.

(2) Set goals for improvement and devise strategies for making changes in personal styles.

(3) Practice spoken appreciation--with a smile, if possible. (Several staff echoed the sentiments of one who said, "We need a lighter touch," and of another who said--not altogether facetiously--"Maybe tea and sherry once in awhile would help.")

B. A need for more structure.

(1) Fund the Library Director's attendance at a management seminar, or in an experience of comparable value to him.

(2) Implement a systematic plan for professional growth and evaluation.

(3) Reassess duties assigned to each staff member; consider freeing the Library Director from minutiae and encourage support staff to plan window displays, answer non-technical questions, etc.

(4) Hold frequent and regular staff meetings, sometimes including support staff, at which policy as well as routine business can be formulated or shared.

(5) Plan occasional staff meetings as in-service training sessions at which one staff member makes a professional presentation for the others.

(6) Hang a bulletin board or schedule board to assist all staff in accounting for appointments, absences, etc.

Benedicta:

Full shelves do not good libraries make,
Nor budgets plush or free;
Staff innocent and quiet take
That for granted.

Wretched doggerel aside, staff do not take for granted the more difficult achievement necessary for a good library--mutual trust, respect, and support. Cooperation does not simply happen; it must be planned, nurtured, and tended. The Manchester College Library will continue to be managed well, whether or not any changes are forthcoming. But evidence of wholehearted and enthusiastic cooperation from library staff throughout the Self-Study thus far makes it possible to believe that changes in personal style and structure necessary for better management and support can and will occur.

ACTION PLANNING

MANCHESTER COLLEGE LIBRARY SELF-STUDY

1979 - 1980

Prepared by the Library Self-Study Team

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ACTION PLANNING

The first two sections of the Library Self-Study Team report are assessments of the Manchester College situation--its history, environment, and library status--and of the apparent needs of the library based upon data gathered from the campus community. The concluding section of the report, Action-Planning, is a summary of what major needs remain, how those needs may be met, when, and by whom.

In planning for action, the team studied library bases of relative importance, method of implementation, and cost, and then classified them according to a scale of priorities. All needs relate either to the collections or to library services. Each of the first ten items which follow is considered to be of higher priority and is listed as a direct recommendation of the Self-Study Team to persons or groups named therein.

1. INCREASE THE LIBRARY BUDGET. The Self-Study Team requests the Library Director to seek a 10% (ten percent) increase in monies for library materials this year and a 10% increase yearly in the budget for the next five years, through 1985.

2. EVALUATE, UPDATE, AND WEED THE COLLECTION, AND DETERMINE CORE COLLECTIONS. Because only some parts of the collection have been evaluated in the past ten years, because the collection has never been systematically weeded, and because specific areas of the curriculum need support, the Self-Study Team recommends that the librarians begin immediately to assess the usefulness of the present collection to the curriculum. As specialists in disciplines and in subject areas, faculty will assist in the evaluation but the Acquisitions Librarian will take major responsibility for accomplishing the study. The study team further recommends that materials no longer of use to the curriculum and no longer needed for research be discarded, and materials of marginal use either be stored or left on the shelves until space is needed. Withdrawal of materials in any one year is not to lower the total library collection to fewer than 150,000 titles. The team also recommends that the evaluation of the collection proceed on a five-year cycle, according to the following Dewey classes but not necessarily in this order: 300; 500, 600, 100; 700, 200, 000; 900, 400; 800. The first cycle of evaluating, updating, and weeding should be completed by 1985.

3. INVESTIGATE GOVERNMENT DEPOSITORY STATUS. The Library Self-Study Team requests that the Library Committee appoint faculty from interested departments and library staff to investigate the feasibility of seeking depository status.

The study team further recommends that the Library Committee complete its investigation by April, 1981, and be prepared to make a recommendation to the Library Director.

4. UPGRADE TECHNICAL SERVICES. The Library Self-Study Team recommends that the librarians make two alterations in the OCLC profile in order to make better use of equipment and personnel and to shorten the processing time for materials. The first alteration is to add the shelf list information on-line and use the printer to print labels for the book card and pocket. (The technical services assistant will then be free to do other work.) The second alteration of the OCLC profile is to print notes on the shelf-list cards. (These include location notes for periodical indexes and atlases and physical descriptions of the reproduction of microforms.) The study team further recommends that the librarians investigate the advantages of using the TermiNet printer and/or the SE-LIN labeling system rather than the current--and tedious--stylus and transfer paper. Both the alterations in the OCLC profile and the change in manner of labeling are to be in operation by September 1, 1980.

5. INVESTIGATE ON-LINE RESOURCES. The Library Self-Study Team recommends that the librarians investigate the relative advantages, disadvantages, and costs of several kinds of on-line literature searching--for the humanities and social sciences as well as the sciences--in terms of the most judicious use of funds to meet the educational needs of faculty and students. The investigation is to be completed by December 20, 1980, and subsequent action planned accordingly.

6. IMPROVE COMMUNICATION WITH THE FACULTY. The Library Self-Study Team requests the Library Director and his staff to prepare a library handbook for faculty members which includes (1) an orientation to the collections and services, including locations, functions, procedures, and regulations (2) selection policies and request procedures for both books and periodicals (3) a statement of the function and importance of the Library Committee (4) instructions on how to plan and benefit from course-integrated library instruction (5) instructions on how faculty can help to decrease student vandalism in the library (6) instructions to communicate needs that may develop, and (7) a comprehensive list of library policies regarding borrowing privileges, open hours, and visiting groups. The Library Handbook for faculty is to be completed by September 1, 1980.

7. ESTABLISH SYSTEMATIC COMMUNICATION WITH THE ACADEMIC POLICIES COMMITTEE. The Self-Study Team requests that procedures be established to relate the concerns of the librarians to the Academic Policies Committee. Since the institutional structure provides little or no means for free flowing information from the library into the academic decision-making processes, the study team requests that the Dean of the College (1) inform the Library Director of appropriate agenda items in advance of Academic Policy Committee meetings in order to solicit responses from the librarians before committee deliberations (2) invite the appropriate professional librarians to Academic Policy Committee meetings whenever the committee is dealing with curricular changes in which knowledge about library holdings would be helpful in committee deliberations (3) send copies of the minutes of the Academic Policy Committee Meetings to the Library Director, and (4) work with the Library Director on all matters

directly relating the curriculum to library collections. The team also recommends that the Dean of the College implement these procedures in September, 1980.

8. DEVISE A PLAN FOR SYSTEMATIC EVALUATION AND PROMOTION OF LIBRARY PERSONNEL. The Self-Study Team believes that it is necessary to adopt a uniform policy toward the evaluation and promotion of librarians. Whereas faculty who teach in the classroom or laboratory can look at the Faculty Manual pages on rank, promotion, and tenure, and can determine thereby exactly where they stand professionally, what advancement they might reasonably expect to attain, and on what timetable, the librarians cannot. Because they cannot, they have no way of knowing whether they have been recognized for advancement based on merit--except, perhaps, at the single point of being granted or denied tenure. Once regarded as a sign of advancement, a salary rise may now be simply a sign of inflation. Thus, among the faculty, only the librarians are deprived of the recognition, the stimulus, and the rewards of advancement. Not only is this circumstance unfair, but it predisposes the status of librarians as support staff rather than as colleagues in the faculty of instruction. Librarians want to know how the college regards their professional performance (1) by some systematic process of evaluation (2) by some kind of recognized advancement, and (3) by contract salaries comparable to classroom faculty salaries. Librarians also believe confusion could be avoided if the title of the administrative head of the library were something other than "The Librarian," because they, too, are librarians. The Self-Study Team concurs. For thirty-seven hours a week only one librarian is in the library. That one is not always the Librarian present, but is always the librarian present. Therefore, the team recommends that the Dean of the College, in conjunction with the Faculty Development Committee, establish a method for systematic evaluation and promotion of the librarians, by December 20, 1980.

9. CHANGE THE FACULTY GOVERNANCE DOCUMENT. The Library Self-Study Team recommends that the Faculty Executive Committee suggest to the faculty such changes in the Governance Document as will allow librarians to serve on and to chair any committees on which classroom faculty may serve. The team also asks that the Faculty Executive Committee begin its review of the Governance Document in September, 1980.

10. DEVELOP COMPREHENSIVE POLICY STATEMENT. The Self-Study Team recommends that the Library faculty develop statements of policy regarding the operation and management of the library to be distributed or made available by April 1, 1981.

Altogether, the Self-Study Team identified more than sixty specific needs to be translated into goals for action. Lower priority needs, like those of high priority, also fall into two general categories, those related to the operation and services of the library and those related to the collections. A number of these goals have already been met or are in the process of being met. Still others

not named here are matters of concern but are judged to be relatively less important or simply impossible to realize, and have, therefore, been accorded short shrift. Following is a brief discussion of these recommended changes.

To facilitate library operation, the Self-Study Team recommends several changes, some of which are designed to improve the working relationships of the library personnel and improve communication. For example, in April, Dr. Paul Keller conducted a workshop on interpersonal relationships for all library staff and faculty. In addition, the duties and responsibilities of each library faculty and staff member are to be reassessed and reassigned by September 1 to insure the most effective and efficient use of time and talent. Beginning in the summer, 1980, and continuing into Fall Term, the librarians will train the support staff to offer limited research assistance. To improve communication, regular library and library staff meetings are also underway, and plans for directional signs on all levels as well as a memo/appointment/bulletin board have been initiated.

To facilitate library services to the college community, the study team recommends that new-faculty and new-student orientation tours at the opening of the Fall Term be more innovative and interesting, as well as more informative. The study team further recommends that the Dean of the College leave one study carrel permanently unassigned, that the librarians provide additional aids to finding resources in the Curriculum Laboratory, that there be more frequent shelving of materials during busy periods, and that checks be made against unreasonable delays in acquisitions and processing. Progress is already underway towards improving the physical plant by carpeting the technical services area, and purchasing additional book trucks, shelf-list cabinets, sloped periodical shelves, and a computer terminal table. Progress is also underway to eliminate uncomfortably drafty conditions, to make the East Room more comfortable, inviting and usable, to adjust lighting, and to rearrange seating where necessary.

To improve the collection itself the study team recommends that the librarians consider library use data in the allocation formula, assess the impact of new books available in paperback only, and reassess procedures for controlling held for-binding periodicals. The team also recommends that by December 20, 1980, the Library Committee of the faculty supervise an assessment of the Church of the Brethren Collection and the archives, and prepare a recommendation regarding their organization and maintenance.

Believing that information and recommendations documented by the Library Self-Study Team should be shared with the college community, and believing also that a review process is essential to insure that goals of the self-study are met as outlined, the team recommends that the self-study group be re-convened at the end of both Fall and Spring Terms during the school year 1980-81 to assess progress made and to recommend additional actions should they appear necessary. By virtue of its year-long involvement in the review of the library, the Self-Study Team is best qualified to measure change, growth, and progress towards meeting the library's goals.

Finally, the Library Self-Study Team recommends that by September 1, three copies of this report be placed in the library for review by members of the college community and that a written summary of the work of the Library Self-Study Committee be given to each faculty member at the fall workshop in August, 1980.

APPENDICES

TABLE 1

COMPARISON OF STUDENT AID FUNDING

	1974-75	1975-76	1976-77	1977-78	1977-79
MC Gift Aid*	$ 163,342	$ 243,329	$ 217,283	$ 248,193	$ 241,347
Other Gift Aid	173,558	250,414	322,886	288,965	387,694
State Scholar. & Grants	306,059	445,984	549,724	592,156	733,648
Vocational Rehab., Soc. Sec., & VA Aid	168,450	182,000	174,586	209,575	87,205
NDSL	152,075	193,175	191,235	184,436	139,815
USA Loans	1,000	500	- 0 -	- 0 -	- 0 -
State and Federal Guaranteed Loans	306,680	301,429	200,000	240,000	377,290
MC Loans	4,550	6,544	6,777	5,000	6,685
General Board Loans	2,600	600	- 0 -	1,200	1,500
Work on Campus	324,000	264,922	234,840	251,494	279,774
Work Study Program	59,000	121,598	126,697	137,508	116,933
	$1,661,314	$2,010,495	$2,024,028	$2,158,527	$2,371,891

*Includes faculty and staff discounts.

TABLE 2

A2

GIFT AID, LOANS, AND WAGES, 1978-79

I.	**Gift Aid**		
	A. Manchester Grants and Scholarships	131	$ 42,400
	B. Manchester College National Merit Scholarships	18	6,500
	C. Oppenheim Scholarships	8	3,700
	D. Lulu Rae Young Trust Scholarships	22	12,550
	E. Manchester Scholars		
	1. Freshmen	54	12,775
	2. Upperclass	102	23,575
	F. Endowed Scholarships	127	70,727
	G. International Student Discounts	6	11,620
	H. Faculty and Staff Discounts (Awarded as faculty and staff fringe benefits and not based on need.)	34	57,500
	TOTAL MANCHESTER COLLEGE GIFT AID		$ 241,347
	I. State Scholarships and Grants		
	1. Indiana (scholarships and grants)	444	540,082
	2. Indiana (Freedom of Choice grants)	377	193,566
	3. Pennsylvania	5	2,100
	J. Educational Opportunity Grants	136	98,392
	K. Basic Educational Opportunity Grants	229	226,096
	L. Scholarships from Clubs and Foundations	68	59,606
	M. National Merit Scholarship from Industry	1	1,500
	N. Vocational Rehabilitation (estimated)	5	2,205
	O. Social Security (estimated)	29	50,000
	P. GI and War Orphan (estimated)	24	35,000
	TOTAL OTHER GIFT AID		$1,208,547
	TOTAL GIFT AID		$1,449,894
II.	Loans (approved)		
	A. National Direct Student		
	1. Seniors	34	$ 27,625
	2. Juniors	51	35,575
	3. Sophomores	43	25,515
	4. Freshmen	86	51,100
	B. State and Federal Guaranteed	239	377,290
	C. Manchester College	11	6,685
	D. General Board	3	1,500
	TOTAL LOANS		$ 525,290
III.	Employment (estimated)		
	A. Non-Work Study (on-Campus)	481	279,774
	B. Work Study (on campus)	260	102,948
	C. Work Study (off-campus)	15	13,985
	TOTAL WAGES		$ 396,707
	TOTAL GIFT AID, LOANS, AND WAGES		$2,371,891

Statistics in the table above are unofficial since some approved amounts may not have been fully used and we have only estimates available for some types.

TABLE 3

COLLEGE CHARGES

INDIANA COLLEGES AND UNIVERSITIES

	1978-79	1979-80			
	Total Costs	Tuition	Fees	Room & Board	Total
DePauw University	$5,582	$4,122	$150	$1,800	$6,072
Earlham College	5,600	3,770	280	1,550	5,600
St. Mary's College	5,052	3,550	180	1,820	5,550
Wabash College	5,055	3,700	70	1,715	5,485
University of Notre Dame	4,880	3,780	50	1,400	5,230
Franklin College	4,630	3,440	60	1,480	4,980
Valparaiso University	4,546	3,120	166	1,610	4,896
Taylor University	4,400	3,045	230	1,525	4,800
Rose-Hulman Institute of Technology	4,395	3,220	51	1,425	4,696
University of Evansville	4,152	2,874	78	1,590	4,542
Butler University	4,094	3,045	24	1,450	4,519
Huntington College	4,069	2,766	134	1,500	4,400
Indiana Central University	3,990	2,880	-	1,480	4,360
Indiana Institute of Technology	3,735	2,565	80	1,680	4,325
Marion College (Marion)	3,997	2,600	210	1,506	4,316
Goshen College	3,995	2,945	-	1,360	4,305
St. Joseph's College	3,790	2,690	90	1,500	4,280
MANCHESTER COLLEGE	3,990	2,690	180	1,400	4,270
Tri-State College	3,990	2,712	81	1,440	4,233
St. Mary-of-the-Woods College	3,895	2,700	95	1,430	4,225
Hanover College	3,900	2,515	175	1,390	4,080
Anderson College	3,720	2,830	-	1,180	4,010
Marian College (Indianapolis)	3,455	2,360	95	1,400	3,855
Bethel College	3,444	2,263	50	1,334	3,647
St. Francis College	3,338	1,856	50	1,600	3,506
Oakland City College	3,255	1,998	66	1,392	3,456
St. Meinrad College	3,195	1,700	-	1,717	3,417
Purdue University	2,350	670	200	1,580	2,450
Indiana University	2,220	870	-	1,350	2,220
Ball State University	2,064	840	-	1,224	2,064
Indiana State University	1,883	744	-	1,139	1,883
Fort Wayne Bible College *					

*Costs were not reported

CHURCH OF THE BRETHREN COLLEGES

University of LaVerne	4,865	3,340	140	1,906	5,386
Juniata College	4,905	3,630	-	1,635	5,265
Elizabethtown College	4,812	3,372	125	1,715	5,212
Bridgewater College	4,040	2,430	470	1,540	4,440
MANCHESTER COLLEGE	3,990	2,690	180	1,400	4,270
McPherson College	3,765	2,410	150	1,430	3,990

1979-1980 College Costs. Life Insurance Marketing and Research Association, Hartford, Connecticut 06105

TABLE 4*

COMPARISON OF ENROLLMENT OF INDIANA COLLEGES AND UNIVERSITIES
1977 and 1978

	Fall 1977	Fall 1978	Amount of change	% of change from Fall '77 for '78
A. Total Indiana Colleges and Universities				
1. Total Resident and Extension	228,109	227,001	-1,108	- .49%
2. Total Resident	223,380	222,310	-1,070	- .48%
a. Freshman	75,719	77,826	+2,107	+ 2.78%
b. Sophomore	39,517	38,554	- 963	- 2.44%
c. Junior	30,720	30,387	- 333	- 1.08%
d. Senior	28,823	28,809	- 14	- .05%
e. Total Undergrad	174,779	175,576	+ 797	+ .46%
f. Unclassified	12,319	12,079	- 240	- 1.95%
g. First Professional	5,191	5,127	- 64	- 1.23%
h. Graduate	31,091	29,528	-1,563	- 5.12%
3. Total Extension	4,729	4,691	- 38	- .80%
a. Total Undergrad	2,020	1,947	- 73	- 3.61%
b. Unclassified	367	495	+ 128	+34.88%
c. Graduate	2,342	2,249	- 93	- 3.97%

B. Total Resident Men and Women

	Men				Women			
	1977	1978	Diff	% Diff	1977	1978	Diff	% Diff
Freshman	39,201	39,823	+ 622	+1.59%	36,518	38,003	+1,485	+4.07%
Sophomore	20,820	19,909	- 911	-4.38%	18,697	18,645	- 52	- .28%
Junior	16,724	16,121	- 603	-3.61%	13,996	14,266	+ 270	+1.93%
Senior	16,229	15,999	- 230	-1.42%	12,594	12,810	+ 216	+1.72%
Total Undergrad	92,974	91,852	-1,122	-1.21%	81,805	83,724	+1,919	+2.35%
Unclassified	5,193	4,977	- 258	-4.9%	7,126	7,102	- 24	- .34%
First Professional	4,013	3,933	- 80	-1.99%	1,178	1,194	+ 16	+1.36%
Graduate	16,389	15,376	-1,013	-6.18%	14,702	14,152	- 550	-3.74%
Total Resident	118,569	116,138	-2,431	-2.05%	104,811	106,172	+1,361	+1.30%

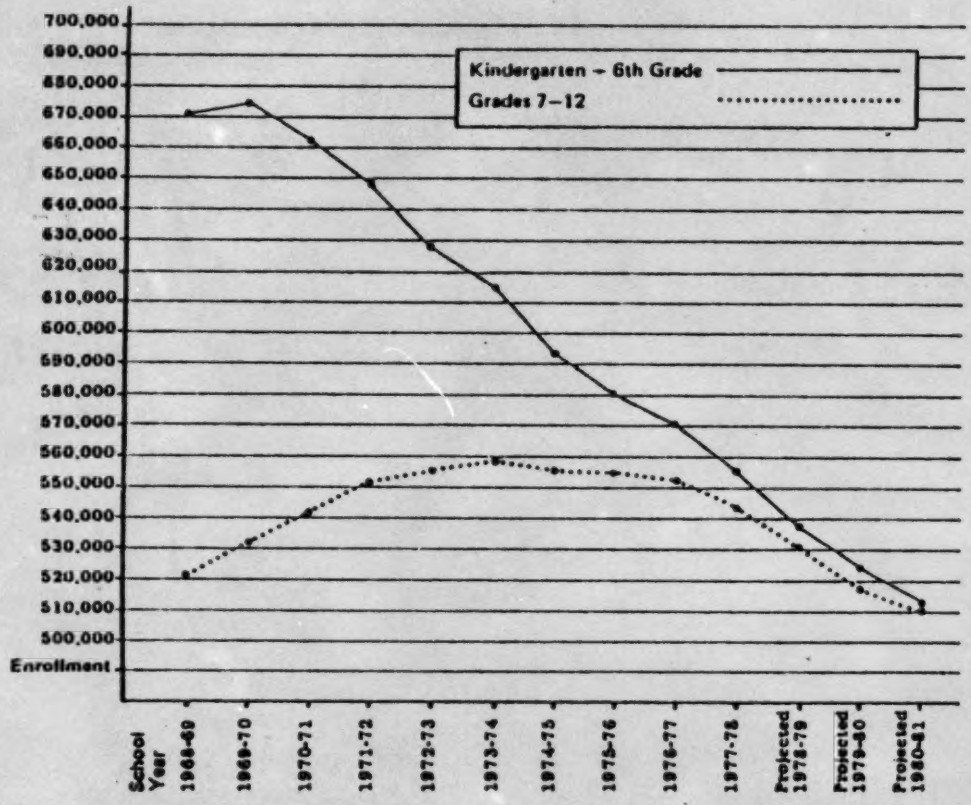
	Fall 1977	Fall 1978	Amount of change	% of change from Fall '77 for '78
C. Indiana Public Colleges and Universities				
1. Total Resident and Extension	174,898	174,728	- 170	- .90%
2. Total Resident	171,479	171,312	- 167	- .10%
a. Freshman	61,226	63,429	+2,203	+3.60%
b. Sophomore	29,413	28,636	- 777	-2.64%
c. Junior	21,921	21,588	- 333	-1.52%
d. Senior	20,412	20,684	+ 272	+1.33%
e. Total Undergrad	132,972	134,337	+1,365	+1.03%
f. Unclassified	8,018	8,075	+ 57	+ .71%
g. First Professional	3,731	3,701	- 30	- .80%
h. Graduate	26,758	25,199	-1,559	-5.83%
3. Total Extension	3,419	3,416	- 3	- .08%
a. Total Undergrad	1,058	1,079	+ 21	+1.98%
b. Unclassified	295	312	+ 17	+5.76%
c. Graduate	2,066	2,025	- 41	-1.98%

*Prepared by N. M. Parkhurst and T. N. Gunderson, Purdue University, October 1978.

TABLE 4--Continued

	Fall 1977	Fall 1978	Amount of change	% of change from Fall '77 for '78
D. Indiana Independent Colleges and Universities				
1. Total Resident and Extension	53,211	52,273	- 938	- 1.76%
2. Total Resident	51,901	50,998	- 903	- 1.74%
a. Freshman	14,493	14,397	- 96	- .66%
b. Sophomore	10,104	9,918	- 186	- 1.84%
c. Junior	8,799	8,799	-	-
d. Senior	8,411	8,125	- 286	- 3.40%
e. Total Undergrad	41,807	41,239	- 568	- 1.36%
f. Unclassified	4,301	4,004	- 297	- 6.91%
g. First Professional	1,460	1,426	- 34	- 2.33%
h. Graduate	4,333	4,329	- 4	- .09%
3. Total Extension	1,310	1,275	- 35	- 2.67%
a. Total Undergrad	962	868	- 94	- 9.77%
b. Unclassified	72	183	+ 111	+154.17%
c. Graduate	276	224	- 52	- 18.84%

INDIANA PUBLIC SCHOOLS
FALL ENROLLMENT TRENDS



The above graph clearly shows public school enrollment has been declining in accordance with a falling birth rate. The map at right gives a county-by-county tally of enrollment change since 1973-74. These charts and others in this article were prepared by the Division of Educational Information and Research which compiles a variety of school data for use by the DPI and other interested persons.

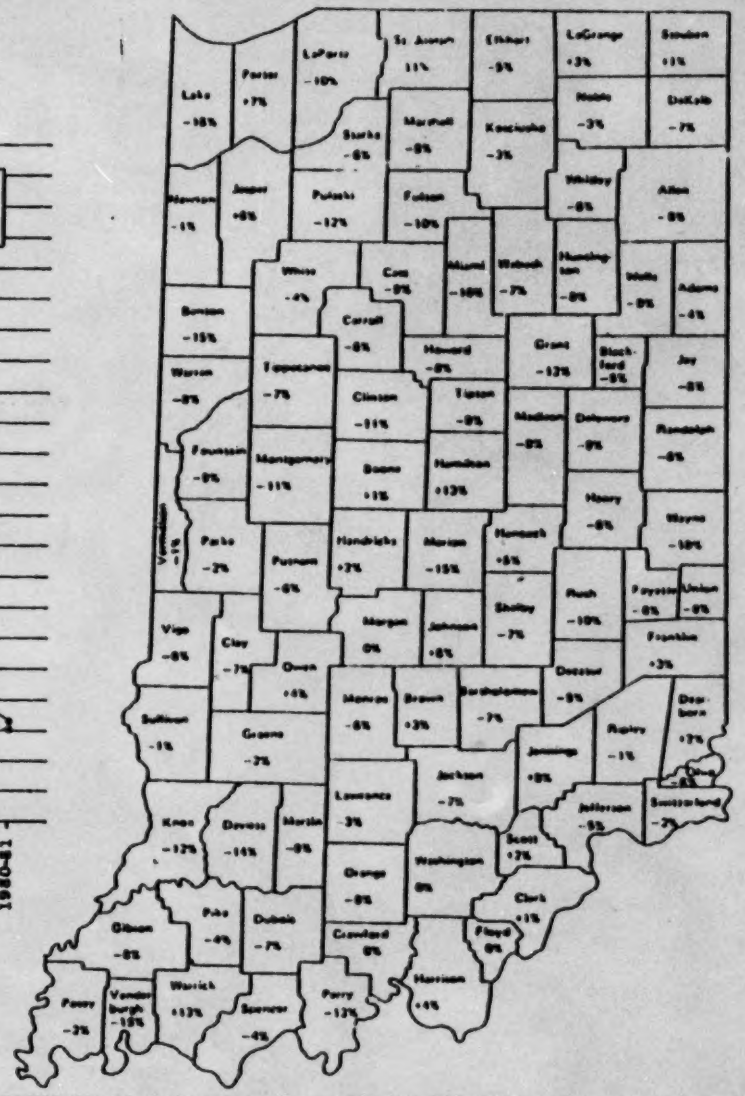
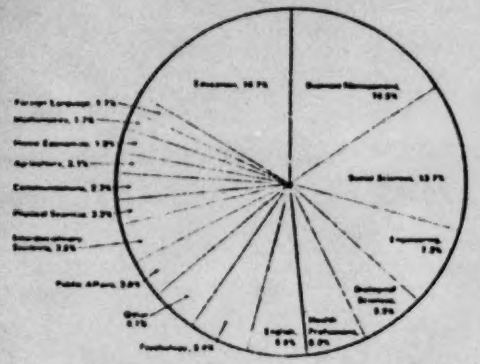


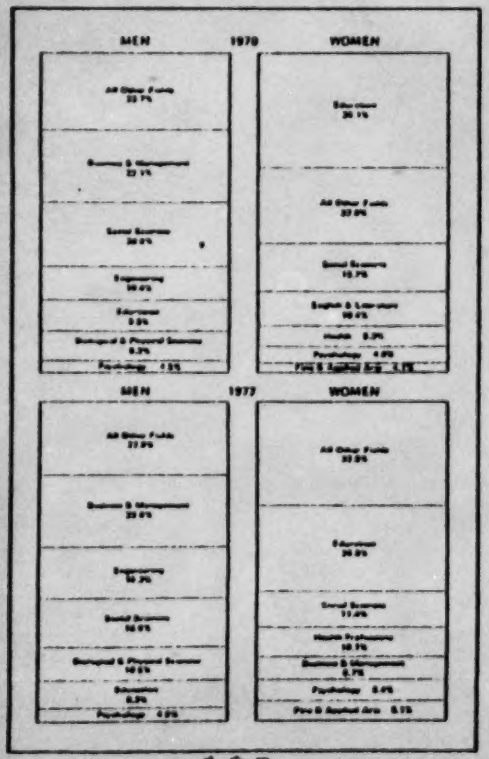
TABLE 5

A6

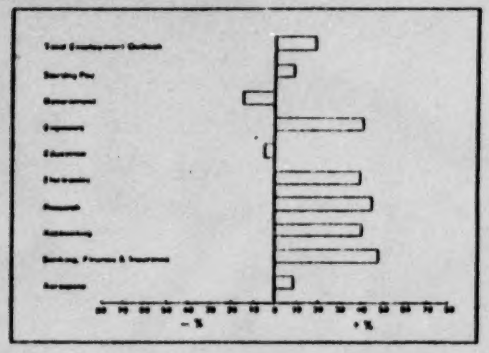
Breakdown of academic majors selected by students.



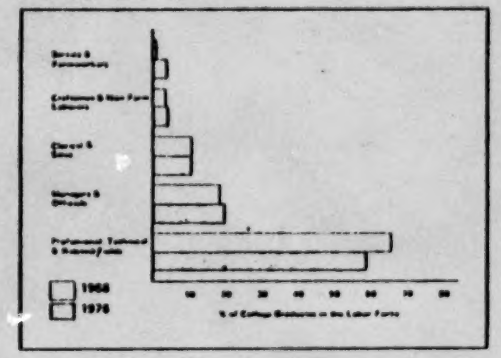
Comparison of Bachelors Degrees conferred in selected fields of study.



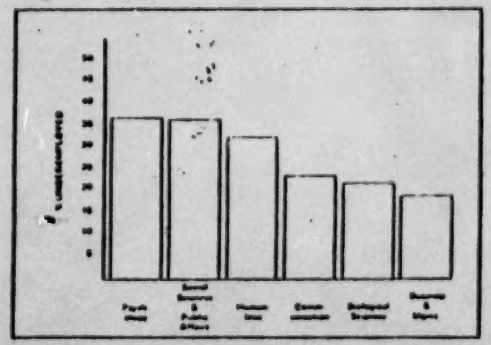
Current status of the job market in selected occupations.



Employment of college graduates in the job market: Then and Now.



In addition to the decline of graduates functioning in professional careers, is the problem of "underemployment". The latter occurs when an individual is working full-time in a job which is not professional, technical, managerial, or administrative. Also the job taken did not require a college degree.



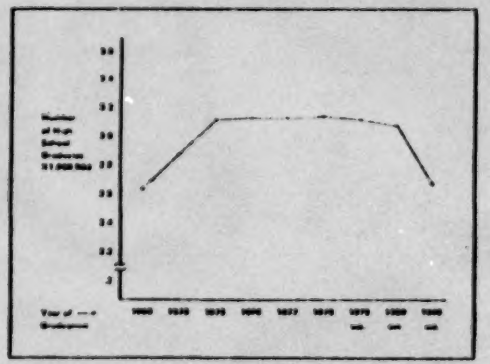
From High School To College:

AN OVERVIEW

by
Educators
Information Service

July 1979

The following charts and diagrams trace the path of a student from a high school senior to the post-college job market.



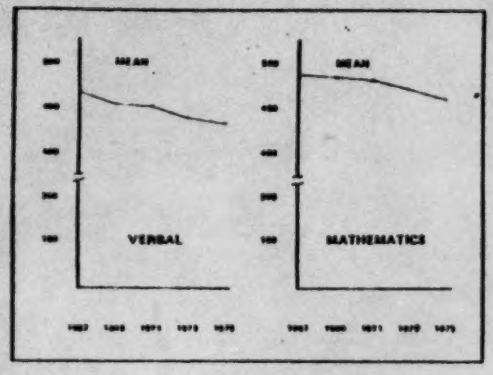
The 5 most important reasons a student enrolls at a particular college.

1. Good academic reputation
2. Specialized education/curriculum
3. Low tuition
4. Financial aid packages
5. Advice of a former/current student

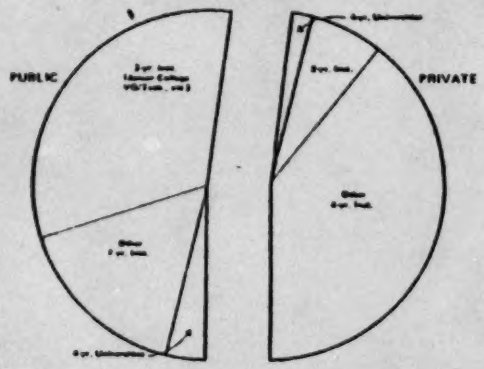
TABLE 6

A7

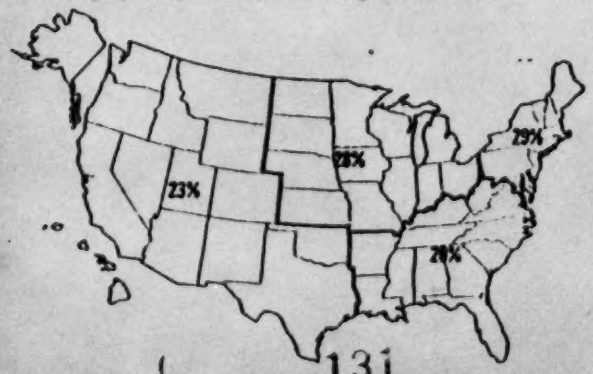
The Scholastic Aptitude Test (S.A.T.) scores for college entrance, over an 8 year period.



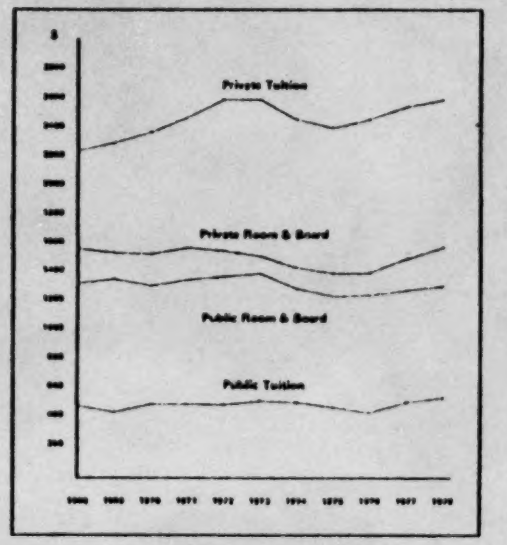
Breakdown of available educational choices.



Geographic spread of U.S. Colleges/Universities.



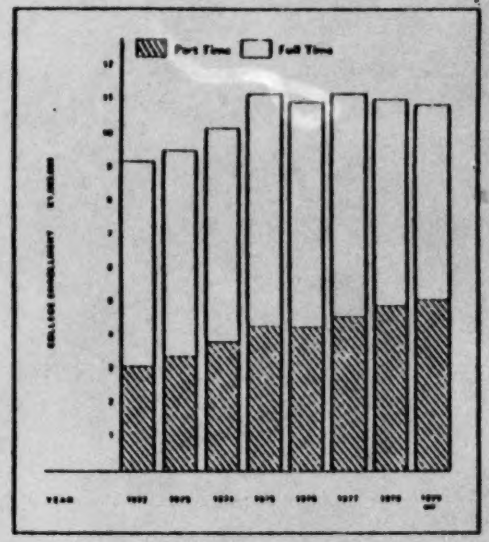
The annual cost of tuition and room & board, both adjusted for inflation.



Major 1979-80 financial aid sources and percentages of freshmen who utilize them.

	DOLLARS AVAILABLE (in millions)	% OF FRESHMEN USING THIS SOURCE
B.E.O.G.	$2,440	32.7%
S.E.O.G.	$ 370	9.7%
College Work-Study	$ 570	15.9%
N.D.S.L.	$ 286	10.7%
State Grants	$ 76.5	21.2%
Parental Aid	unknown	79.9%

College enrollment figures from 1972 to 1979.



Changes in the composition of the college population over the past year.

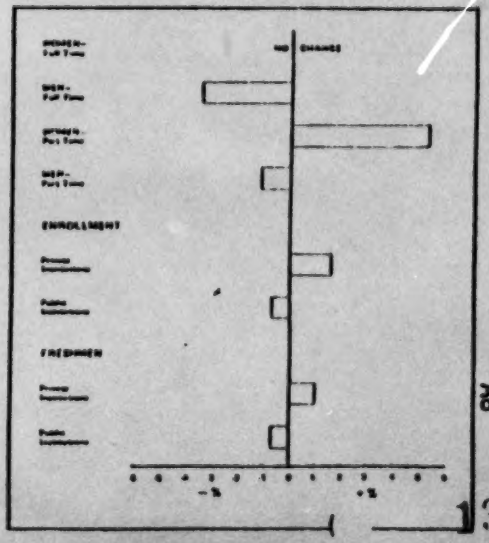


TABLE 6--Continued

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TABLE 7

MAJORS COMPLETED BY MANCHESTER BACCALAUREATE GRADUATES

	1978		1977		1976		1975		1974	
	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%
Elementary Educ.	1	10.5	1	13.6	1	12.3	1	10.7	1	16.3
Business & Econ.	2	9.7	2	11.7	6	6.6	3.5	8.7	5	6.0
Biology	3	8.9	6	6.8	2	8.2	2	9.5	2	9.7
Accounting	4	7.8	3	8.3	7	6.3	13.5	3.2	10	4.0
Health, P. E. & Rec.	5	7.4	5	7.6	5	7.2	7	5.6	3	7.2
Biology-Chemistry	6	6.6	4	7.9	3.5	7.9	7	5.6	7.5	4.6
Modern Language	7.5	4.6	15	2.3	21	1.6	12	3.9	10	4.0
Psychology	7.5	4.6	9.5	3.8	15	2.8	5	7.1	4	6.3
History	9	3.9	7	4.9	12.5	3.1	7	5.6	14	3.2
Art	10.5	3.5	22	1.1	12.5	3.1	9	4.8	12.5	3.4
Political Science	10.5	3.5	15	2.3	22	1.3	15.5	2.8	18	2.3
Music	12.5	3.1	15	2.3	11	3.4	13.5	3.2	22	1.4
Speech & Drama	12.5	3.1	9.5	3.8	19.5	1.9	15.5	2.8	10	4.0
English	14.5	2.7	18	1.9	8	4.4	10.5	4.3	19.5	2.0
Environ. Studies	14.5	2.7	11	3.4	10	3.8	10.5	4.3	7.5	4.6
Chemistry	17	2.3	12.5	2.7	9	4.1	18	1.6	15.5	2.9
Mathematics	17	2.3	20.5	1.5	17	2.5	17	2.4	15.5	2.9
Phil. & Religion	17	2.3	8	4.5	15	2.8	20	1.2	17	2.6
Peace Studies	20	1.9	26	--	18	2.2	22.5	.8	19.5	2.0
Physics	20	1.9	23	.8	19.5	1.9	20	1.2	21	1.7
**Social Work	20	1.9	18	1.9						
*Medical Tech.	22.5	1.2	24.5	.4	25	.3				
Sociology	22.5	1.2	18	1.9	3.5	7.9	3.5	8.7	6	4.9
Home Economics	25	.8	20.5	1.5	15	2.8	20	1.2	12.5	3.4
Math Accounting	25	.8	12.5	2.7	24	.6	22.5	.8	23	.6
***Math Computer	25	.8								
*Interdisciplinary	27	0.0	24.5	.4	23	1.0				
TOTALS		100.0%		100.0%		100.0%		100.0%		100.0%

*New Major in 1976

**New Major in 1977

***New Major in 1978

TABLE 8

FACULTY OF INSTRUCTION
(Including Part-time)

Year	Prof	%	Assoc. Prof	%	Assist. Prof	%	Inst.	%	Lecturer	%	Total
74-75	22	24	28	30	25	27	11	12	7	8	93
75-76	23	26	37	42	18	20	6	7	5	6	89
76-77	23	26	31	33	21	24	7	8	6	7	88
77-78	24	28	27	29	17	20	8	9	10	12	86
78-79	25	27	29	32	17	18	11	12	10	11	92
Fall 1979	26	27	28	29	18	19	9	9	14	15	95

TABLE 9

FALL TERM ENROLLMENT

Year	Undergraduates					Full-Time Grad. and Post-Grad.	Total Full-Time	Part-Time		Total	
	Freshmen	Soph	Juniors	Seniors	Total			Undergrad	Grad	Students	FTE
1975	331	291	227	234	1083	12	1095	64	32	1171	1124
1976	347	256	234	195	1032	6	1048	36	11	1095	1063
1977	339	289	201	200	1029	12	1041	52	13	1106	1062.5
1978	397	267	234	177	1075	8	1083	45	24	1152	1110
1979	406	348	223	200	1177	15	1192	34	11	1237	1206.5

TABLE 10

SOURCES OF FUNDS

June 30 Year	Educational and General (E & G) Tuition and Fees	State* Government	Federal** Government	Private Gifts	Endowment Income	Total E & G	Auxiliary Enterprises	Other	Grand Total
1979	2,840,370	748,252	482,692	587,772	222,890	4,882,576	1,574,726	345,606	6,802,908
1978	2,566,275	599,192	421,150	550,120	205,891	4,342,628	1,394,871	233,478	5,970,977
1977	2,438,428	548,752	410,446	531,619	186,365	4,115,610	1,226,078	178,493	5,520,181
1976	2,412,304	441,790	345,806	448,827	164,081	3,812,808	1,161,419	183,866	5,158,093
1975	2,311,148	300,684	256,108	371,662	172,464	3,412,066	1,115,875	263,639	4,791,580

*Student Financial Aid
**Primarily Student Financial Aid

USES OF FUNDS

June 30 Year	Instruction	Research	Academic Support	Student Services	Institutional Support	Plant & Maintenance	Scholarships & Fellowships	Aux. Ent. Other	Total
1979	1,551,588	- 0 -	299,298	580,058	842,399	568,821	1,456,552	1,487,560	6,786,276
1978	1,455,312	- 0 -	277,228	512,863	864,728	387,258	1,220,228	1,293,736	5,951,353
1977	1,471,741	- 0 -	168,899	442,666	666,289	435,233	1,163,875	1,161,800	5,510,503
1976	1,481,601	- 0 -	166,748	396,712	588,619	366,421	1,002,286	1,144,869	5,142,256
1975	1,410,903	- 0 -	279,090	373,281	460,425	349,829	717,979	1,185,129	4,776,636

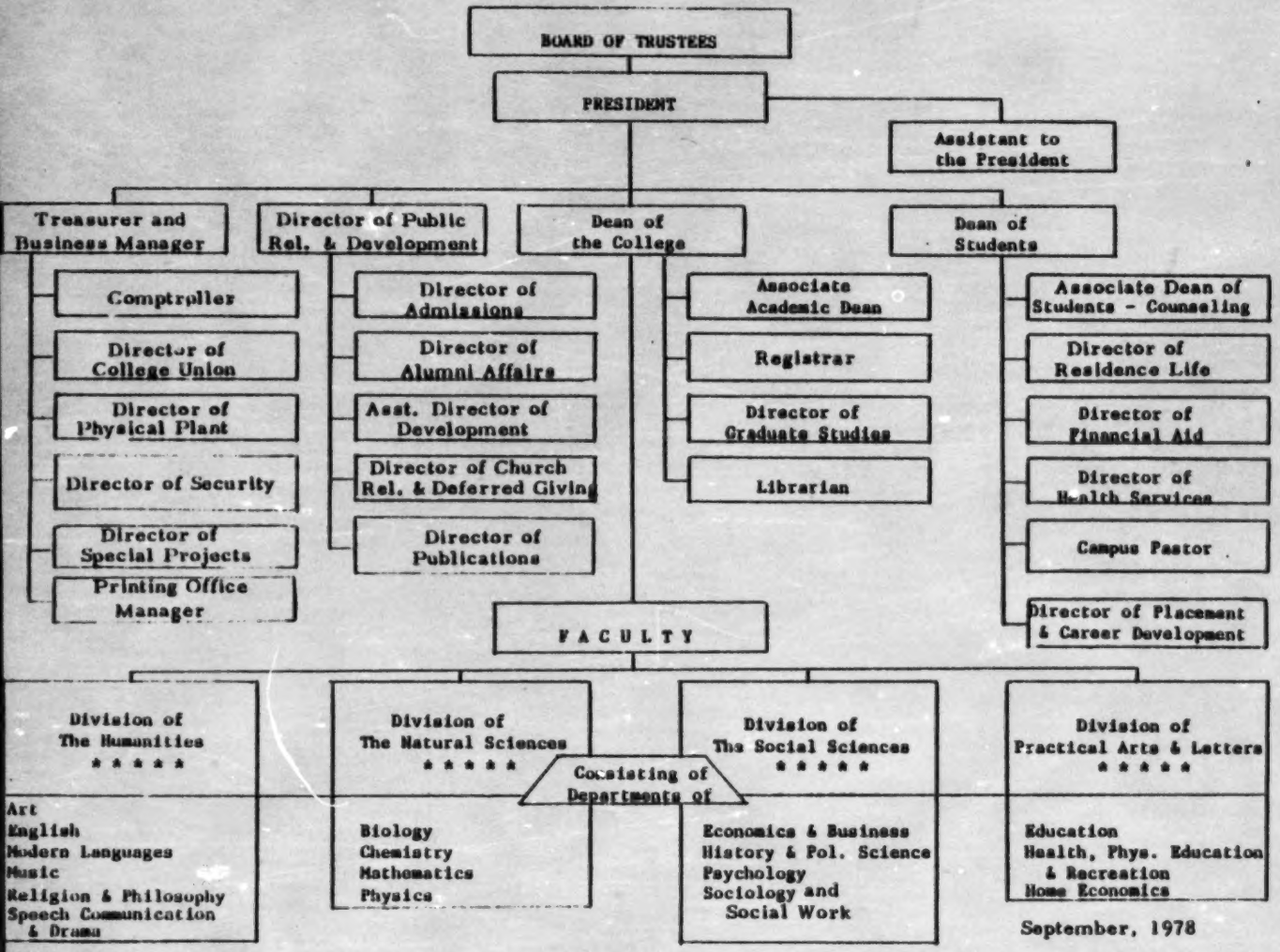
TABLE 11

MANCHESTER COLLEGE LIBRARY
COLLECTION TOTALS

	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71	71-72	72-73	73-74	74-75	75-76	76-77	77-78	78-79
Volumes Added		4,824	6,019	7,417	7,232	7,934	7,581	8,099	5,684	6,254	6,420	5,268	4,821	4,580	4,139	3,650
Volumes Withdrawn		745	444	162	263	431	397	174	313	353	424	305	395	532	570	585
Total		71,492	77,067	83,714	90,681	98,185	105,379	113,304	118,675	124,593	130,589	135,652	140,078	144,126	147,695	150,274
Total Microfilm (reels)			572	742	829	1,550	2,307	2,470	2,904	2,972	3,063	3,130	3,192	3,259	3,320	3,378
Total Other Microforms (Units)			1,243	4,479	4,566	5,044	5,322	6,149	6,687	7,171	7,388	7,743	7,780	8,760	8,776	9,674
Total Phono-records					1,005	1,188	1,311	1,410	1,919	2,373	2,596	2,855	3,180	3,395	3,619	3,842
Total Sound Tapes							90	108	136	176	204	335	393	437	500	523
Gift Books	437	468	1,722	2,089	1,173	1,261	646	1,287	764	765	1,174	1,011	633	681	549	676

TABLE 12

ORGANIZATIONAL CHART FOR MANCHESTER COLLEGE



September, 1978

MANCHESTER COLLEGE LIBRARY HOLDING STATISTICS

	64-65	65-66	66-67	67-68	68-69	69-70	70-71	71-72	72-73	73-74	74-75	75-76	76-77	77-78	78-79
001-009	19	25	29	35	53	65	81	93	109	116	130	140	156	162	180
010-019	952	1,052	1,136	1,279	1,381	1,465	1,618	1,675	1,734	1,890	2,004	2,083	2,167	2,236	2,295
020-029	480	494	518	540	569	595	644	669	673	733	780	835	880	911	947
030-039	437	404	460	516	543	546	570	601	604	636	636	645	626	627	639
040-049	23	25	25	29	29	30	28	29	31	32	32	33	33	33	33
050-059	110	123	139	184	217	231	295	306	326	342	362	380	402	422	446
060-069	28	29	32	28	34	36	42	46	64	67	73	76	80	86	88
070-079	75	76	81	88	91	94	95	97	106	109	112	117	122	123	126
080-089	3	4	5	7	10	11	13	13	14	15	15	15	16	16	16
090-099	3	3	3	4	6	7	8	11	12	12	14	12	22	25	25
Totals	2,130	2,236	2,428	2,710	2,933	3,080	3,394	3,545	3,673	3,871	4,158	4,346	4,505	4,641	4,795
100-109	196	203	222	239	249	263	282	294	296	295	299	303	307	306	307
110-119	126	135	152	164	175	187	208	215	219	226	235	239	244	246	248
120-129	82	97	107	120	137	149	168	180	191	203	213	217	222	228	231
130-139	758	785	818	830	865	880	910	912	923	951	961	959	963	955	952
140-149	104	113	127	139	160	182	206	219	238	240	249	253	256	259	260
150-159	601	685	800	933	1,025	1,134	1,248	1,311	1,410	1,494	1,656	1,719	1,779	1,811	1,871
160-169	57	62	70	74	81	87	89	89	92	96	102	103	107	107	107
170-179	889	878	897	912	930	950	991	996	1,007	1,017	1,034	1,053	1,068	1,077	1,085
180-189	204	222	248	261	275	294	347	356	365	369	380	385	388	387	392
190-199	359	396	431	481	523	562	602	629	651	679	705	726	740	754	764
Totals	3,376	3,576	3,872	4,153	4,420	4,688	5,051	5,201	5,392	5,570	5,834	5,957	6,074	6,130	6,217
200-209	373	383	396	427	458	511	560	579	598	616	637	663	670	682	686
210-219	75	84	90	100	111	119	129	136	148	156	165	166	168	173	175
220-229	1,342	1,372	1,435	1,483	1,518	1,592	1,632	1,695	1,726	1,747	1,773	1,794	1,852	1,881	1,898
230-239	852	886	950	1,032	1,099	1,188	1,267	1,337	1,379	1,414	1,457	1,502	1,539	1,582	1,599
240-249	372	378	395	411	441	451	475	487	508	531	546	559	569	590	608
250-259	357	340	354	358	366	378	382	385	390	398	419	423	426	429	432
260-269	853	886	925	957	1,020	1,074	1,142	1,186	1,212	1,255	1,296	1,334	1,356	1,391	1,404
270-279	359	376	404	426	459	495	517	528	534	541	547	557	564	569	578
280-289	532	562	580	626	665	699	734	760	776	791	817	833	853	870	879
290-299	398	436	454	504	547	650	717	755	794	830	863	922	940	989	1,011
Totals	5,513	5,703	5,983	6,324	6,684	7,157	7,555	7,848	8,065	8,279	8,520	8,753	8,937	9,156	9,270
300-309	1,278	1,436	1,686	2,048	2,346	2,693	3,191	3,606	4,020	4,322	4,602	4,862	5,172	5,329	5,565
310-319	318	332	353	369	393	420	437	452	466	485	496	509	491	498	484
320-329	1,602	1,796	2,050	2,271	2,529	2,812	3,176	3,367	3,650	3,994	4,206	4,414	4,648	4,832	5,087
330-339	2,488	2,810	3,297	3,644	4,190	4,501	4,950	5,246	5,575	5,887	6,114	6,355	6,582	6,843	7,062
340-349	914	983	1,129	1,241	1,323	2,125	2,337	2,400	2,506	2,666	2,753	2,921	3,035	3,117	3,201
350-359	526	587	691	764	873	950	1,057	1,138	1,210	1,263	1,334	1,370	1,426	1,465	1,450
360-369	581	635	701	814	880	985	1,110	1,223	1,317	1,421	1,517	1,618	1,697	1,779	1,878
370-379	5,527	6,721	8,486	9,656	10,412	11,038	11,966	12,537	13,472	15,286	15,933	16,353	16,786	17,155	17,551
380-389	226	231	260	300	345	395	439	472	500	516	545	571	573	598	615
390-399	349	361	389	410	447	465	493	502	515	529	539	554	558	569	573
Totals	13,809	15,692	19,042	21,517	23,738	26,384	29,156	30,943	33,231	36,369	38,039	39,527	40,968	42,185	43,466

TABLE 13 -Continued

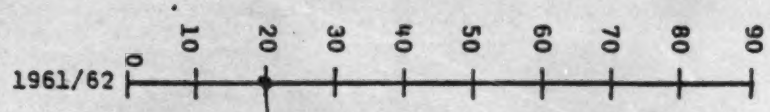
	64-65	65-66	66-67	67-68	68-69	69-70	70-71	71-72	72-73	73-74	74-75	75-76	76-77	77-78	78-79
400-409	127	137	153	168	180	188	197	201	209	214	225	230	236	237	237
410-419	49	56	60	65	74	79	81	85	105	110	115	122	124	126	126
420-429	304	327	347	413	613	725	775	812	858	867	893	910	930	935	936
430-439	140	144	151	152	165	169	175	173	174	176	180	187	192	191	191
440-449	110	113	115	123	134	136	136	138	145	154	154	156	157	160	160
450-459	2	3	3	3	3	3	3	3	3	4	4	5	5	5	5
460-469	91	101	107	110	113	117	119	118	118	118	118	118	119	120	121
470-479	80	80	80	81	81	81	81	81	81	81	81	81	81	81	81
480-489	53	56	57	58	60	60	60	60	60	63	64	66	67	67	67
490-499	44	51	55	65	78	86	91	94	98	100	104	104	104	105	105
Totals	1,000	1,068	1,128	1,238	1,501	1,644	1,718	1,765	1,851	1,887	1,938	1,979	2,015	2,027	2,029
500-509	625	677	712	749	785	822	884	929	942	967	972	992	1,007	1,025	1,042
510-519	874	920	995	1,059	1,101	1,194	1,250	1,262	1,312	1,352	1,444	1,490	1,526	1,560	1,548
520-529	209	218	244	265	282	298	313	321	329	332	353	360	367	371	372
530-539	699	731	740	770	819	853	897	930	944	954	977	987	987	998	996
540-549	746	766	870	915	959	991	1,155	1,218	1,272	1,302	1,327	1,344	1,372	1,403	1,388
550-559	312	367	395	441	483	500	560	579	594	623	642	686	714	745	765
560-569	37	44	45	49	52	54	66	69	72	81	80	84	86	89	87
570-579	605	661	730	813	858	936	1,008	1,064	1,125	1,185	1,239	1,265	1,297	1,342	1,364
580-589	384	400	425	453	474	496	542	573	593	636	666	687	692	699	691
590-599	572	604	672	733	773	815	862	896	949	984	1,013	1,044	1,051	1,072	1,066
Totals	5,063	5,388	5,828	6,247	6,586	6,959	7,537	7,841	8,132	8,416	8,713	8,939	9,099	9,304	9,309
600-609	50	53	56	65	67	69	75	80	80	81	83	86	88	92	94
610-619	864	947	1,065	1,193	1,313	1,428	1,562	1,638	1,774	1,871	1,984	2,092	2,173	2,269	2,294
620-629	359	372	392	447	486	521	569	621	648	699	734	763	793	814	838
630-639	448	473	497	514	540	558	583	604	629	663	685	704	722	734	745
640-649	722	718	734	755	773	799	831	849	846	875	926	949	958	965	1,001
650-659	688	718	776	879	1,108	1,225	1,394	1,475	1,569	1,626	1,671	1,717	1,745	1,821	1,857
660-669	32	32	34	37	44	49	52	55	60	67	71	76	87	94	101
670-679	23	30	32	38	42	45	50	54	54	57	58	57	58	58	60
680-689	22	22	25	29	33	36	41	43	42	43	45	47	47	50	50
690-699	8	8	7	8	9	13	15	15	16	19	20	23	26	28	35
Totals	3,216	3,373	3,618	3,965	4,415	4,743	5,172	5,434	5,718	6,001	6,277	6,514	6,697	6,925	7,075
700-709	372	406	452	507	598	639	701	736	775	808	840	858	887	927	939
710-719	36	44	50	63	83	93	97	98	103	110	119	122	125	128	129
720-729	105	115	125	143	154	165	170	178	183	190	195	213	225	237	247
730-739	88	101	111	133	149	159	165	177	192	213	226	229	252	281	297
740-749	235	250	265	294	312	322	344	362	392	398	423	456	482	493	517
750-759	564	577	600	644	685	711	735	770	815	849	909	960	1,009	1,045	1,055
760-769	38	49	57	64	68	75	78	84	89	90	97	107	112	118	122
770-779	35	35	33	36	44	52	57	59	68	74	85	97	110	115	120
780-789	1,987	2,290	2,560	2,803	3,202	3,552	3,844	4,202	4,466	4,739	4,959	5,353	5,447	5,642	5,828
790-799	871	913	976	1,079	1,166	1,271	1,418	1,546	1,671	1,727	1,809	1,866	1,953	1,971	2,018
Totals	4,331	4,780	5,229	5,766	6,461	7,039	7,609	8,212	8,754	9,198	9,662	10,261	10,601	10,957	11,272

TABLE 13--Continued

	64-65	65-66	66-67	67-68	68-69	69-70	70-71	71-72	72-73	73-74	74-75	75-76	76-77	77-78	78-79
800-809	2,485	2,548	2,629	2,712	2,823	2,895	3,012	3,123	3,210	3,265	3,320	3,362	3,423	3,461	3,483
810-819	2,920	3,032	3,158	3,297	3,568	3,865	4,107	4,294	4,428	4,504	4,640	4,724	4,784	4,888	4,910
820-829	2,586	2,705	2,841	2,977	3,276	3,398	3,676	3,800	3,919	3,987	4,100	4,174	4,229	4,306	4,341
830-839	1,051	1,190	1,307	1,397	1,559	1,657	1,848	1,974	2,050	2,091	2,153	2,244	2,321	2,387	2,417
840-849	829	872	907	925	994	1,021	1,068	1,131	1,242	1,260	1,273	1,295	1,315	1,329	1,329
850-859	60	67	73	78	90	91	97	97	97	97	97	106	107	110	110
860-869	278	296	314	347	351	367	381	384	390	398	403	414	416	418	431
870-879	216	220	225	225	226	227	229	229	231	231	234	237	239	243	245
880-889	168	173	182	192	210	220	223	225	228	227	227	229	232	233	233
890-899	265	295	344	398	445	515	586	616	646	676	703	726	758	779	789
Totals	10,858	11,398	11,980	12,548	13,542	14,256	15,227	15,873	16,441	16,736	17,150	17,511	17,824	18,154	18,288
900-909	518	553	595	639	690	739	789	821	850	868	889	914	935	960	979
910-919	1,465	1,602	1,757	1,989	2,202	2,392	2,535	2,666	2,781	2,908	2,994	3,073	3,124	3,175	3,199
920-929	3,073	3,248	3,448	3,646	3,863	4,074	4,342	4,511	4,699	4,874	5,084	5,210	5,349	5,455	5,553
930-939	293	308	326	332	344	350	370	381	388	391	394	402	406	415	418
940-949	1,975	2,081	2,238	2,353	2,469	2,539	2,647	2,706	2,765	2,798	2,823	2,854	2,883	2,897	2,911
950-959	380	419	465	576	689	750	853	895	942	970	1,003	1,055	1,080	1,098	1,123
960-969	107	172	201	231	347	418	436	446	450	470	494	508	532	547	554
970-979	2,178	2,403	2,546	2,709	2,823	2,954	3,075	3,198	3,267	3,305	3,351	3,404	3,460	3,517	3,556
980-989	118	124	138	142	177	202	220	223	230	234	235	237	241	245	245
990-999	41	43	48	53	58	61	62	63	62	62	62	64	63	63	63
Totals	10,148	10,953	11,762	12,670	13,662	14,479	15,329	15,910	16,434	16,880	17,329	17,721	18,073	18,372	18,601
J. Non Fic	531	615	745	819	911	952	1,004	1,060	1,170	1,235	1,313	1,440	1,553	1,618	1,629
J & JE Fic	805	902	1,030	1,248	1,405	1,547	1,634	1,767	1,819	1,876	1,917	1,983	2,078	2,126	2,140
Brethren	1,587	1,599	1,618	1,629	1,652	1,663	1,675	1,700	1,718	1,731	1,751	1,770	1,790	1,807	1,835
Spec. Coll.							60	60	73	78	79	81	82	82	82
Bound Per	8,527	8,976	9,451	9,847	10,275	10,788	11,183	11,538	12,122	12,462	12,972	13,296	13,830	14,211	14,752

TABLE 14

Missing Books per 100 Students Registered



Missing Books per 1000 Volumes in the Collection

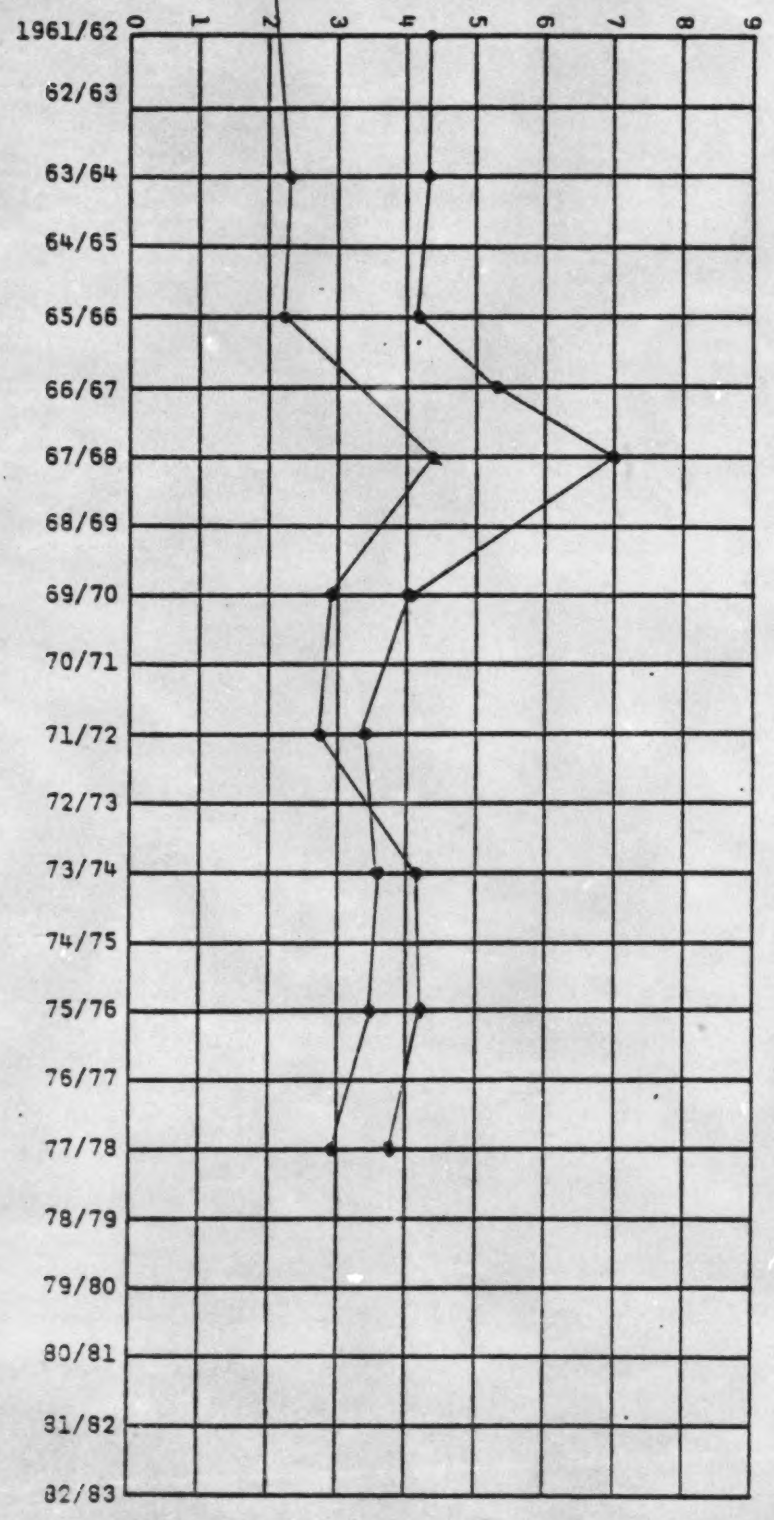


TABLE 15

REPORT OF THE LIBRARY COMMITTEE TO THE FACULTY
REGARDING ANNUAL BOOK ALLOCATION GUIDELINES

The philosophy of the librarians and the library committee in appropriating the library's budget resources is to provide Manchester's learning community with the best possible liberal arts collection, one that is balanced among all of the arts and sciences and that meets the curricular needs of Manchester's programs.

Since 1972-73, a formula developed by the Library Committee, in consultation with the professional library staff, has been used to establish annual book allocation guidelines. It has been the practice and continues to be the strong conviction of the Library Committee that faculty input is critical in the establishment of these guidelines. Equally important to the development of a strong, well-rounded collection is maintaining the discretionary freedom of the professional acquisitions librarian, who by virtue of her role and training is able to stimulate and monitor the overall development of library resources. We also believe that an informed faculty will be most likely to provide reliable input. Therefore, the Library Committee is informing all faculty members of the process through which they can assist in the continuing development of the fine Funderburg Collection.

Instead of strict allocations, the Librarian and the Acquisitions Librarian present guideline figures for the Library Committee's consideration and approval, with the understanding that they will work closely with department heads and/or individual faculty members to provide the book resources desired in their respective areas. There is always an attempt to stay close to the guideline amounts, but circumstances could warrant going over one year, staying under another, or making other adjustments to fulfill the purpose stated in the first paragraph above.

The current formula for determining annual book budget allocations is as follows:

$$X = A + B + CD + E$$

Where X = department weight
A = number of faculty in the department
B = index for number of graduating majors (five-year average)
C = index for number of courses weighted by library use
D = index for number of student/courses last year
E = index for average per-volume cost last year

"C," a multiplied and therefore heavily weighted factor, is the factor reserved for faculty input. All departments have received requests from the library staff asking them to weight their courses according to the attached guidelines. Failure to do so thoughtfully, carefully and honestly will make a farce of this entire process and render faculty input in this critical area of our institution worse than useless. Committee members are available to work with departments as they complete this task. Departments are also welcome to review their courses with the entire committee. We value your cooperation and urge your support.

TABLE 16

DEPARTMENTAL ALLOCATIONS OR ALLOCATION GUIDELINES FROM 1969-70 TO 1978-79

	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
ART	1,200.00	1,200.00	1,020.80	662.97	768.82	768.82	768.82	880.00	900.00	975.00	967.00
BIOLOGY	1,600.00	1,600.00	1,243.94	1,377.47	1,537.82	1,537.82	1,537.82	1,340.00	1,665.00	1,465.00	1,446.00
CHEMISTRY	1,000.00	1,000.00	709.82	707.48	831.32	831.32	831.32	910.00	1,040.00	1,100.00	1,168.00
ECON/BUS	1,750.00	2,059.60	2,077.77	2,122.43	2,383.26	2,383.26	2,383.26	2,900.00	3,365.00	3,180.00	3,559.00
EDUCATION	2,000.00	2,017.71	2,674.11	2,278.06	1,789.80	1,789.80	1,789.80	2,170.00	1,770.00	1,710.00	1,594.00
ENGLISH	1,500.00	1,500.00	1,091.67	1,232.37	1,129.14	1,129.14	1,129.14	1,210.00	1,285.00	1,315.00	1,297.00
H/P.E./R	600.00	727.01	837.64	852.58	1,078.59	1,078.59	1,078.59	880.00	945.00	1,230.00	1,034.00
HIST/POL	2,900.00	3,208.72	3,359.19	3,759.93	3,624.34	3,624.34	3,624.34	3,180.00	2,920.00	3,175.00	3,086.00
HOME ECON	200.00	303.60	324.75	520.06	560.49	560.49	560.49	500.00	475.00	640.00	638.00
MATH	450.00	700.31	633.10	565.17	585.65	585.65	585.65	850.00	700.00	515.00	668.00
MOD LANG	1,200.00	1,200.00	1,452.72	883.17	965.55	965.55	965.55	940.00	900.00	845.00	964.00
MUSIC	1,600.00	1,732.38	1,773.37	1,871.76	1,772.05	1,772.05	1,772.05	1,500.00	1,385.00	1,475.00	1,650.00
PHYSICS	700.00	700.00	564.57	630.16	690.00	690.00	690.00	530.00	575.00	640.00	640.00
PSYCH	1,000.00	1,208.96	1,481.14	1,916.13	1,912.26	1,912.26	1,912.26	1,335.00	1,235.00	1,305.00	1,185.00
REL/PHIL	1,900.00	1,900.00	1,335.30	1,738.23	1,728.39	1,728.39	1,728.39	1,820.00	1,660.00	1,835.00	1,896.00
SOC/S.WK	1,200.00	1,250.32	1,560.34	1,364.29	1,236.38	1,236.38	1,236.38	1,240.00	1,360.00	1,375.00	1,373.00
SP/CO/DR	900.00	1,117.32	1,286.11	944.08	956.14	956.14	956.14	1,090.00	1,095.00	1,095.00	1,185.00

TABLE 17

TABLE 3 U.S. HARDCOVER BOOKS: AVERAGE PRICES AND PRICE INDEXES, 1967–1969, 1976, 1977 (PRELIMINARY AND FINAL), AND 1978 (PRELIMINARY)*
(Index of 100.0 Equivalent to Average Prices for 1967–1969)

	1967–1969	1976		1977 (Prelim. 12 Mo.)			1977 (Final)			1978 (Prelim.)		
	Average Price	Average Price	Index	Vols.	Average Price	Index	Vols.	Average Price	Index	Vols.	Average Price	Index
Agriculture	$ 9.71	$15.40	158.6	357	$15.97	164.5	434	$16.24	167.3	348	$16.91	174.2
Art	12.44	20.29	163.1	1,058	20.78	167.0	1,285	21.24	170.7	889	21.24	170.7
Biography[1]	9.71	15.05	155.0	1,476	15.25	157.1	1,732	15.34	158.0	1,297	15.72	161.9
Business	10.41	17.28	166.0	686	18.06	173.5	800	18.00	173.0	747	19.85	190.7
Education	6.58	12.91	196.2	612	13.02	197.9	720	12.95	196.8	538	13.81	209.9
Fiction	4.96	9.96	200.8	1,654	10.07	203.0	1,920	10.09	219.7	1,778	11.07	223.2
General works[2]	15.29	26.61	174.2	1,015	28.44	186.1	1,236	30.99	202.8	956	27.18	177.9
History	9.95	16.74	168.2	1,322	17.30	173.9	1,588	17.12	172.1	1,373	17.10	171.9
Home economics[2]	6.55	11.18	170.7	399	11.47	175.1	480	11.16	170.4	418	11.24	171.6
Juveniles	3.53	6.01	171.7	2,572	6.64	188.1	2,850	6.65	188.4	2,347	6.59	186.7
Language[2]	10.13	16.62	164.1	263	14.35	141.7	337	14.96	147.7	224	17.02	168.0
Law	13.22	20.65	156.2	509	23.86	180.5	623	25.04	189.4	637	27.25	206.1
Literature	8.08	15.07	187.4	1,146	15.19	188.9	1,372	15.78	196.3	1,105	17.77	221.0
Medicine	13.41	24.04	179.3	1,833	22.95	171.1	2,196	24.00	179.0	1,830	25.66	191.4
Music	9.08	16.38	180.4	234	19.00	209.3	279	20.13	221.7	286	24.83	273.5
Philosophy, psychology[2]	8.41	14.27	169.7	786	14.54	172.9	934	14.43	171.6	768	14.94	177.7
Poetry, drama	6.69	12.66	189.2	795	13.43	200.7	999	13.63	203.7	739	14.43	215.7
Religion	6.29	12.44	197.8	832	12.17	193.5	1,040	12.26	194.9	914	13.26	210.9
Science	12.67	24.42	192.7	1,962	24.35	192.2	2,419	24.88	196.4	1,914	26.80	211.5
Sociology, economics[2]	9.35	22.79	243.7	3,914	25.28	270.4	4,751	29.88	319.6	3,870	32.46	347.2
Sports, recreation	7.91	11.36	143.6	610	12.29	155.4	722	12.28	155.3	620	13.17	166.5
Technology	13.03	21.19	162.6	1,268	22.95	176.1	1,583	23.61	181.2	1,184	23.44	179.9
Travel[2]	9.34	18.90	202.4	244	19.13	204.8	298	18.44	197.4	217	16.85	180.4
Totals	$ 8.[illegible]	$17.39	198.3	25,577	$18.03	205.6	30,600	$19.22	219.2	24,995	$20.10	229.2

*Price indexes are based on the books recorded in the "Weekly Record" of *Publishers Weekly*. 1978 (preliminary) includes items listed during 1978 with an imprint of 1978; 1977 (final) includes items listed January 1, 1977–June 30, 1978 with an imprint date of 1977; 1977 (preliminary) includes items listed during 1977 with an imprint of 1977. (See "Book Title Output and Price Data, 1977–1978" by Chandler B. Grannis, earlier in this section of Part 4.)

[1]Includes biographies placed in other classes by the Library of Congress.

[2]New category. Index base is 1967 and 1969, rather than 1967 through 1969.

TABLE 18

TABLE 1 U.S. PERIODICALS: AVERAGE PRICES AND PRICE INDEXES, 1974–1978*
(Index of 100.0 Equivalent to Average Price for 1967–1969)

Subject Area	1967–1969 Average Price	1974 Average Price	1974 Index	1975 Average Price	1975 Index	1976 Average Price	1976 Index	1977 Average Price	1977 Index	1978 Average Price	1978 Index
U.S. periodicals (based on the total group of titles included in the indexes which follow)	$ 8.66	$17.71	204.5	$19.94	230.3	$22.52	260.0	$24.59	283.9	$27.58	318.5
Agriculture	4.68	8.12	173.5	9.70	207.3	10.75	229.7	11.58	247.4	12.48	266.7
Business and economics	7.54	13.90	184.4	15.26	202.4	16.98	225.2	18.62	246.9	21.09	279.7
Chemistry and physics	24.48	65.47	267.4	76.84	313.9	86.72	354.3	93.76	383.0	108.22	442.1
Children's periodicals	2.60	3.72	143.1	4.69	180.4	5.32	204.6	5.82	223.8	6.34	243.8
Education	6.34	12.64	199.4	14.72	232.2	16.00	252.4	17.54	276.7	19.49	307.4
Engineering	10.03	24.38	243.1	26.64	265.6	31.87	317.7	35.77	356.6	39.77	396.5
Fine and applied arts	6.71	9.84	146.7	11.09	165.3	12.42	185.1	13.72	204.5	14.82	220.9
General interest periodicals	7.28	11.43	157.0	14.36	197.3	15.24	209.3	16.19	222.4	17.26	237.1
History	6.04	9.57	158.4	11.14	184.4	11.94	197.7	12.64	209.3	13.71	227.0
Home economics	6.45	12.31	190.9	14.24	220.8	17.86	276.9	18.73	290.4	21.67	336.0
Industrial arts	6.87	9.63	140.2	10.59	154.2	12.51	182.1	14.37	209.2	15.48	225.3
Journalism and communications	5.72	13.13	229.6	14.70	257.0	15.90	278.0	16.97	296.7	19.95	348.8
Labor and industrial relations	3.01	6.71	222.9	7.40	245.9	10.33	343.2	11.24	373.4	13.24	439.9
Law	8.71	14.56	167.2	15.00	172.2	16.21	186.1	17.36	199.3	18.74	215.2
Library science	6.27	12.53	199.8	14.18	226.2	15.96	254.5	16.97	270.7	19.34	308.5
Literature and language	5.38	9.16	170.3	10.41	193.5	11.60	215.6	11.82	219.7	12.84	238.7
Math, botany, geology and general science	15.30	30.27	197.8	35.95	235.0	42.51	277.8	47.13	308.0	54.16	354.0
Medicine	19.38	36.31	187.3	42.38	218.7	47.47	244.9	51.31	264.8	57.06	294.4
Philosophy and religion	5.27	8.84	167.7	9.05	171.7	9.94	188.6	10.89	206.6	11.66	221.3
Physical education and recreation	4.89	7.17	146.6	7.80	159.5	9.27	189.6	10.00	204.5	10.79	220.7
Political science	6.18	10.79	174.6	12.79	207.0	13.09	211.8	14.83	240.0	15.62	252.8
Psychology	14.55	25.79	177.3	27.51	189.1	29.39	202.0	31.74	218.1	34.21	235.1
Sociology and anthropology	6.11	13.03	213.3	14.85	243.0	17.11	280.0	19.68	322.1	21.58	353.2
Zoology	13.39	24.78	185.1	27.37	204.1	31.34	234.1	33.69	251.6	37.05	276.7
Total number of periodicals	6,944	2,955		3,075		3,151		3,218		3,255	

*Compiled by Norman B. Brown. For further comments see *Library Journal*, July 1978, "Price Indexes for 1978: U.S. Periodicals and Serial Services," by Norman B. Brown. For average prices for years prior to 1974, see previous editions of the *Bowker Annual*.

TABLE 19

LIBRARY EXPENDITURES

	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71	71-72	72-73	73-74	74-75	75-76	76-77	77-78	78-79
BOOKS and MATERIALS (% of total book budget)	16,523 (75)	18,494 (73)	29,563 (80)	38,652 (81)	49,428 (85)	42,927 (83)	49,297 (82)	44,025 (81)	44,416 (81)	37,775 (75)	44,387 (77)	42,777 (74)	42,414 (74)	41,271 (72)	42,852 (71)	46,409 (73)
PERIODICALS (% of total book budget)	3,223 (15)	3,957 (16)	4,545 (12)	5,538 (12)	6,163 (11)	6,538 (13)	7,428 (12)	7,820 (14)	8,448 (15)	9,966 (20)	11,596 (20)	12,104 (21)	12,905 (23)	13,039 (23)	14,257 (24)	14,200 (22)
BINDING (% of total book budget)	2,219 (10)	2,865 (11)	2,980 (8)	3,479 (7)	2,799 (5)	2,386 (5)	3,152 (5)	2,301 (4)	2,070 (4)	2,510 (5)	1,970 (3)	3,144 (5)	1,682 (3)	2,982 (5)	2,855 (5)	2,755 (4)
TOTAL BOOK BUDGET (% of total library expenditures)	21,965 (41)	25,316 (41)	37,088 (47)	47,669 (45)	58,390 (46)	51,851 (39)	59,877 (43)	54,146 (40)	54,934 (39)	50,521 (37)	57,953 (41)	58,025 (43)	57,001 (39)	57,292 (40)	59,964 (41)	63,364 (40)
TOTAL LIBRARY EXPENDITURES	53,678	61,522	79,493	105,475	127,587	132,980	140,459	134,851	139,087	136,062	143,961	133,955	145,377	143,336	146,840	159,937
PER STUDENT EXPENDITURES	43.71	51.48	59.42	73.71	88.91	91.77	95.10	91.30	100.57	101.54	115.72	116.52	128.88	134.34	137.23	144.09
PER CENT OF EDUCATIONAL and GENERAL BUDGET	4.11	4.05	5.05	5.48	6.25	5.73	5.75	5.00	5.17	4.97	5.28	4.72	4.85	4.50	4.27	4.16

TABLE 20

GRANTS RECEIVED BY MANCHESTER COLLEGE LIBRARY

Higher Education Act Title II-A Grant

1967	$5000	Basic grant used to strengthen collection in new areas introduced in the curriculum
	$7215	Supplemental grant used to add expensive reference sets including Russian, German, French and Spanish encyclopedias and some basic bibliographies
1968	$5000	Basic grant used to remedy serious omissions in the collection as checked with ALA's Books for College Libraries, and some New York Times on microfilm
	$2548	Supplemental grant used for the National Union Catalog, New York Times Indexes, and New York Times on microfilm
1969	$5000	Basic grant again used to fill omissions in the collection, for Corpus Juris Secundum, and to purchase more New York Times Indexes and New York Times on microfilm
	$1353	Supplemental grant used for the New York Times on microfilm
1970	$2500	Basic grant mainly used for purchases in the Social Sciences to fill gaps in the collection
	$ 544	Supplemental grant used for the curriculum lab as was part of the basic grant
1973	$5000	Grant used for criminal justice resources and for the curriculum lab
1974	$4235	Grant used for the curriculum lab and in the collection supporting the fields of special education and early childhood education
1975	$3918	Grant used for reference materials and the curriculum lab
1976	$3930	Grant used to support new courses in library science and the curriculum lab
1977	$3855	Grant used for the curriculum lab and the area of gerontology
1978	$3906	Grant used for the curriculum lab
1979	$3963	Grant used for the curriculum lab and gerontology

Sears Roebuck Foundation

1969-1974 $400 per year for books on business, marketing and economics

Kellogg Foundation

1971-1974 $5000 for resources in environmental studies

1976-1977 $8000 for OCLC terminal and related costs

TABLE 21

INTERLIBRARY LOAN TRANSACTIONS

	1976			1977			1978			1979		
	Books	Periodicals	Total	Books	Periodicals	Total	Books	Periodicals	Total	Books	Periodicals	Total
Requested of other Libraries												
Patron requests	119	133	252	124	138	262	178	101	279	193	262	455
Patron requests filled	105	128	233	116	132	248	167	94	261	176	251	427
Number of attempts	178	145	323	155	146	301	221	117	338	227 (+69)*	286 (+60)*	513 (+129)*
Per cent filled	88	96	92	94	96	95	94	93	94	91	96	94
Requested of Funderburg Library												
Requests	17	11	28	25	10	35	30	19	49	74	39	113
Requests Filled	14	7	21	23	9	32	30	18	48	68	25	93
Per cent filled	82	64	75	92	90	91	100	95	98	92	64	82

*Additional locations polled using OCLC-ILL Subsystem

In 1979 80% of our requests were filled by Indiana libraries
57% of requests of Funderburg Library were from other Indiana libraries

Requests in the following languages were supplied to our patrons:

English, French, German, Spanish, Latin, Russian, Yiddish, Dutch

TABLE 22

SUMMARY OF FACULTY CIRCULATION USE OF THE LIBRARY

	Sept	Oct	Nov	Dec	Total Fall	Jan Term	Feb	Mar	Apr	May	Total Spring	Total Year
1969	398	259	187	213	1,057	260	237	197	205	85	724	2,041
1970	295	244	149	116	804	170	300	192	145	128	765	1,739
1971	209	344	272	175	1,000	141	312	195	145	127	779	1,920
1972	206	384	200	153	943	210	177	176	178	48	579	1,732
1973	250	271	221	118	860	185	221	142	124	78	565	1,610
1974	216	186	173	109	684	283	237	149	177	120	683	1,650
1975	297	266	194	183	940	198	213	189	177	99	678	1,816
1976	133	214	187	149	683	186	244	215	205	85	749	1,618
1977	168	130	150	184	632	197	193	154	120	87	554	1,383
1978	208	182	161	67	618	382	200	148	132	95	575	1,575
1979	214	164	139									

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TABLE 23

SUMMARY OF STUDENT CIRCULATION USE OF THE LIBRARY

	Sept	Oct	Nov	Dec	Total Fall	Jan Term	Feb	Mar	Apr	May	Total Spring	Total Year
1969	2,670	5,792	5,444	3,285	17,191	3,127	3,975	4,073	4,428	5,127	17,023	37,341
1970	2,533	4,209	4,918	3,447	15,107	3,415	3,371	4,663	5,887	3,088	18,509	37,031
1971	2,415	3,967	4,846	2,279	13,507	4,021	3,500	4,966	6,664	3,811	18,228	35,756
1972	1,918	3,642	4,520	1,680	11,760	3,550	3,682	3,783	6,747	3,015	13,653	28,963
1973	2,108	3,006	4,508	1,048	10,670	2,453	2,179	2,790	4,331	1,857	11,570	24,693
1974	1,697	2,847	3,772	982	9,298	2,744	2,331	2,501	4,368	2,233	11,433	23,475
1975	1,977	3,120	3,703	1,159	9,959	2,677	2,323	2,605	4,545	2,394	11,867	24,503
1976	1,685	2,809	3,240	1,465	9,199	2,340	1,623	3,168	4,381	1,862	11,034	22,573
1977	1,527	2,733	4,242	1,837	10,339	1,810	2,128	2,462	4,123	1,597	10,400	22,549
1978	1,587	2,915	3,752	1,417	9,671	2,459	2,590	2,803	3,639	1,340	10,372	22,502
1979	1,572	2,916	4,243									

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TABLE 24

SUMMARY OF STUDENT CIRCULATION ACCORDING TO DEWEY CLASSIFICATIONS

	000	100	200	300	400	500	600	700	800	900-909 930-999	910	920	Cur	J-JE	TOTAL
1969	158	3,165	1,485	10,786	612	1,491	1,905	3,875	4,208	2,657	745	1,250	2,643	4,642	39,622
1970	128	3,751	2,257	11,011	356	1,742	2,421	3,806	5,068	1,926	957	1,127	2,222	2,406	39,178
1971	96	2,874	2,173	9,681	300	1,733	2,357	4,718	3,725	1,792	655	968	5,012	2,097	38,181
1972	97	2,393	1,529	7,630	212	1,307	2,169	4,017	3,251	1,774	614	1,520	2,521	1,433	30,370
1973	110	1,875	1,680	6,342	168	1,169	1,662	3,503	2,984	1,299	463	1,291	1,662	1,493	25,701
1974	85	1,432	1,404	6,997	351	1,293	1,804	3,632	2,600	993	419	906	1,508	1,582	25,006
1975	41	1,447	1,372	5,854	186	1,629	1,783	3,239	2,563	1,107	471	958	2,324	1,939	24,913
1976	55	1,274	2,525	6,208	222	1,209	1,986	3,132	2,715	943	371	987	1,735	1,503	22,980
1977	139	1,506	888	6,314	192	1,453	2,133	2,797	1,997	1,076	381	579	1,843	1,343	22,641
1978	170	1,508	922	7,305	229	1,245	2,203	2,568	1,937	986	435	455	1,970	1,715	23,605
TOTAL	1,079	21,225	17,235	78,128	2,828	14,271	20,423	35,287	31,048	14,553	5,511	10,041	23,440	20,153	

TABLE 25

Total Book Collection by Dewey Classifications (1)
Student Circulation According to Dewey Classifications (2)
Percent of Student Use by Dewey Classifications (3)

	000	100	200	300	400	500	600	700	800	900	
1974	4,158	5,834	8,520	38,039	1,938	8,713	6,277	9,662	17,150	17,329	(1)
	85	1,432	1,404	6,997	351	1,293	1,804	3,632	2,600	2,318	(2)
	2%	24.5	16.5	18.4	18.1	14.8	28.7	37.6	15.2	13.4	(3)
1975	4,346	5,957	8,753	39,527	1,979	8,939	6,514	10,261	17,511	17,721	
	41	1,447	1,372	5,854	186	1,629	1,783	3,239	2,563	2,536	
	1%	24.3	15.7	14.8	9.4	18.2	27.4	31.6	14.6	14.3	
1976	4,505	6,074	8,937	40,968	2,015	9,099	6,697	10,601	17,824	18,073	
	55	1,274	2,525	6,208	222	1,209	1,986	3,132	2,715	2,301	
	1.2%	21	25.3	15.2	11	13.3	29.7	29.5	15.2	12.7	
1977	4,641	6,130	9,156	42,185	2,027	9,304	6,929	10,957	18,154	18,372	
	139	1,506	888	6,314	192	1,453	2,133	2,797	1,997	2,036	
	3%	24.6	9.7	15	9.5	15.6	30.8	25.5	11	10.1	
1978	4,795	6,217	9,270	43,466	2,020	9,309	7,075	11,272	18,288	18,601	
	170	1,508	922	7,305	229	1,245	2,203	2,568	1,937	1,876	
	3.5%	24	9.4	16.8	11.3	13.4	31.1	22.8	10.6	10.1	
% Student Use 5-Yr Average 1974-78	2.14%	23.68%	15.32%	16.04%	11.86%	15.26%	29.54%	29.40%	13.32%	12.12%	
% Student Use 2-Yr Average 1977-78	3.25%	24.30%	9.55%	15.90%	10.40%	14.50%	30.95%	24.15%	10.80%	10.10%	

FACULTY FORUM
(Worksheet)

The Small Library Planning Program is an assisted self-study process that enables small academic libraries to develop action-oriented plans for improving their performance. The program is based upon the premise that smaller academic libraries, much like their larger counterparts, are experiencing a number of fundamental internal and external changes that result in a need to review priorities and develop programs for dealing with those changes.

Presented below are brief descriptions of some of the more significant challenges that small academic libraries face today. You are asked to help the library identify needed changes by doing two things:

1. Review these issues and consider the extent to which they apply to your library.

2. Complete the questions that appear at the end of the statement.

- Challenges Facing Academic Libraries -

- Financial--Library materials costs are increasing faster than the rate of inflation, while most budgets and salary figures are not keeping pace with inflation.

- Knowledge Explosion--Book and journal publishing continues to expand at an almost exponential rate.

- Curriculum Changes--New programs, new teaching techniques, more independent study call for new library services and resources.

- Technological Developments--New techniques and tools and more computerized operations are improving the library's capabilities, but these developments are initially costly and require new knowledge and skills.

- New Resources--Improved reference tools, new material formats such as video-cassette, computerized indexing and bibliographic searching, require greater attention to informing and instructing users.

- User Expectations--Faculty and students are expecting libraries to assume a more active role in furnishing services and resources to meet new requirements.

- Questions -

1. List or briefly describe the major strengths of your library. (i.e., what features of your library do you consider outstanding?)

2. List or briefly describe the major weaknesses your library needs to resolve. (i.e., what policies or practices of your library do you consider need changing?)

3. List or briefly describe the major things you feel the library could do to improve its performance. (i.e., what are some opportunities the library might pursue that would enhance its performance capability?)

IMPORTANCE/SUCCESS SURVEY

Presented on the verso of this sheet is a series of questions dealing with your needs for information and instructional resources and services. The library is seeking your response on two questions. First, we would like to know what types of library programs and services are most important to you. We realize that different individuals and groups have different needs. We, however, are faced with limited resources and cannot furnish everything that everyone desires. Consequently, we want to focus our resources and energies on what you as faculty users consider most important. Our second question has to do with how well we are presently meeting your needs.

For each item, first indicate its importance to you by circling on the scale of 1 to 5 how IMPORTANT that need is; then, for the same item indicate how successful the library is in meeting that need by circling the SUCCESS number that best represents your judgement. The number 1 represents minimum importance or success and the number 5 maximum. Your first reaction will probably be your best answer, so complete the questionnaire quickly and don't spend too much time on any question. Try, however, to differentiate between those needs that are VERY important and those that are less important.

EXAMPLE:

IMPORTANCE (min) 1 2 (3) 4 5 (max)

Your need for a small car

SUCCESS (min) (1) 2 3 4 5 (max)

Please check the category appropriate to your position.

_____ Humanities Division

_____ Science Division

_____ Practical Arts & Letters Division

_____ Social Science Division

_____ Other

Please indicate the duration of your teaching experience in higher education.

_____ Less than 5 years

_____ 11-15 years

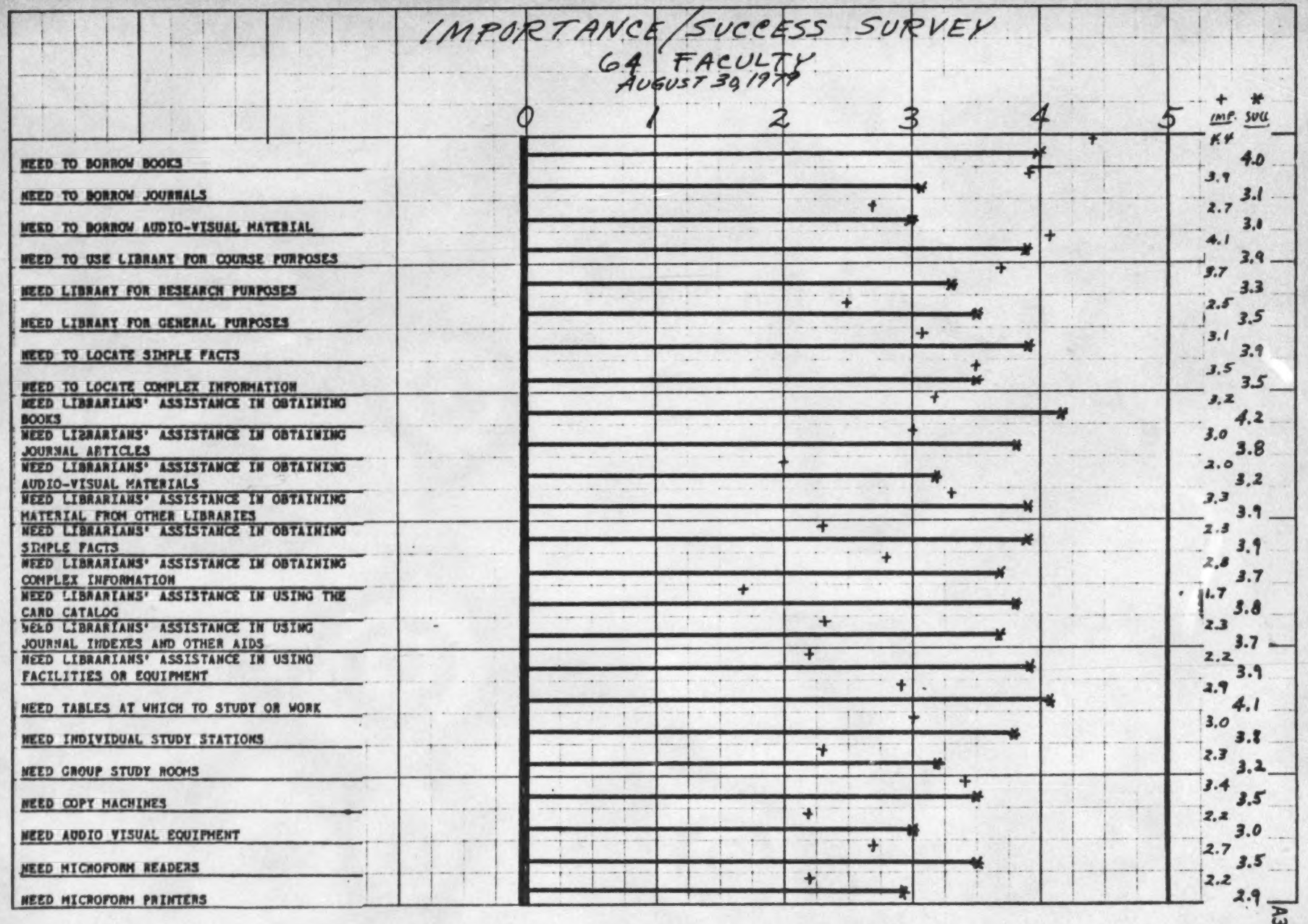
_____ 6 - 10 years

_____ More than 15 years

_____ Not applicable

IMPORTANCE/SUCCESS SURVEY

NEED TO BORROW BOOKS	1. IMPORTANCE	(min)	1	2	3	4	5	(max)
	2. SUCCESS	(min)	1	2	3	4	5	(max)
NEED TO BORROW JOURNALS	3. IMPORTANCE	(min)	1	2	3	4	5	(max)
	4. SUCCESS	(min)	1	2	3	4	5	(max)
NEED TO BORROW AUDIO-VISUAL MATERIAL	5. IMPORTANCE	(min)	1	2	3	4	5	(max)
	6. SUCCESS	(min)	1	2	3	4	5	(max)
NEED TO USE LIBRARY FOR COURSE PURPOSES (supplementary reading, reserve reading, etc.)	7. IMPORTANCE	(min)	1	2	3	4	5	(max)
	8. SUCCESS	(min)	1	2	3	4	5	(max)
NEED TO USE LIBRARY FOR RESEARCH PURPOSES (for term paper, thesis, etc.)	9. IMPORTANCE	(min)	1	2	3	4	5	(max)
	10. SUCCESS	(min)	1	2	3	4	5	(max)
NEED TO USE LIBRARY FOR GENERAL PURPOSES (for recreational reading, etc.)	11. IMPORTANCE	(min)	1	2	3	4	5	(max)
	12. SUCCESS	(min)	1	2	3	4	5	(max)
NEED TO LOCATE SIMPLE FACTS (dicitionary definitions, important dates, etc.)	13. IMPORTANCE	(min)	1	2	3	4	5	(max)
	14. SUCCESS	(min)	1	2	3	4	5	(max)
NEED TO LOCATE COMPLEX INFORMATION (book reviews, journal articles, bibliographes, government reports, etc.)	15. IMPORTANCE	(min)	1	2	3	4	5	(max)
	16. SUCCESS	(min)	1	2	3	4	5	(max)
NEED LIBRARIANS' ASSISTANCE IN OBTAINING BOOKS	17. IMPORTANCE	(min)	1	2	3	4	5	(max)
	18. SUCCESS	(min)	1	2	3	4	5	(max)
NEED LIBRARIANS' ASSISTANCE IN OBTAINING JOURNAL ARTICLES	19. IMPORTANCE	(min)	1	2	3	4	5	(max)
	20. SUCCESS	(min)	1	2	3	4	5	(max)
NEED LIBRARIANS' ASSISTANCE IN OBTAINING AUDIO-VISUAL MATERIALS	21. IMPORTANCE	(min)	1	2	3	4	5	(max)
	22. SUCCESS	(min)	1	2	3	4	5	(max)
NEED LIBRARIANS' ASSISTANCE IN OBTAINING MATERIAL FROM OTHER LIBRARIES	23. IMPORTANCE	(min)	1	2	3	4	5	(max)
	24. SUCCESS	(min)	1	2	3	4	5	(max)
NEED LIBRARIANS' ASSISTANCE IN OBTAINING SIMPLE FACTS	25. IMPORTANCE	(min)	1	2	3	4	5	(max)
	26. SUCCESS	(min)	1	2	3	4	5	(max)
NEED LIBRARIANS' ASSISTANCE IN OBTAINING COMPLEX INFORMATION	27. IMPORTANCE	(min)	1	2	3	4	5	(max)
	28. SUCCESS	(min)	1	2	3	4	5	(max)
NEED LIBRARIANS' ASSISTANCE IN USING THE CARD CATALOG	29. IMPORTANCE	(min)	1	2	3	4	5	(max)
	30. SUCCESS	(min)	1	2	3	4	5	(max)
NEED LIBRARIANS' ASSISTANCE IN USING JOURNAL INDEXES AND OTHER BIBLIOGRAPHIC AIDS	31. IMPORTANCE	(min)	1	2	3	4	5	(max)
	32. SUCCESS	(min)	1	2	3	4	5	(max)
NEED LIBRARIANS' ASSISTANCE IN USING FACILITIES OR EQUIPMENT	33. IMPORTANCE	(min)	1	2	3	4	5	(max)
	34. SUCCESS	(min)	1	2	3	4	5	(max)
NEED TABLES AT WHICH TO STUDY OR WORK	35. IMPORTANCE	(min)	1	2	3	4	5	(max)
	36. SUCCESS	(min)	1	2	3	4	5	(max)
NEED INDIVIDUAL STUDY STATIONS	37. IMPORTANCE	(min)	1	2	3	4	5	(max)
	38. SUCCESS	(min)	1	2	3	4	5	(max)
NEED GROUP STUDY ROOMS	39. IMPORTANCE	(min)	1	2	3	4	5	(max)
	40. SUCCESS	(min)	1	2	3	4	5	(max)
NEED COPY MACHINES	41. IMPORTANCE	(min)	1	2	3	4	5	(max)
	42. SUCCESS	(min)	1	2	3	4	5	(max)
NEED AUDIO VISUAL EQUIPMENT	43. IMPORTANCE	(min)	1	2	3	4	5	(max)
	44. SUCCESS	(min)	1	2	3	4	5	(max)
NEED MICROFORM READERS	45. IMPORTANCE	(min)	1	2	3	4	5	(max)
	46. SUCCESS	(min)	1	2	3	4	5	(max)
NEED MICROFORM PRINTERS	47. IMPORTANCE	(min)	1	2	3	4	5	(max)
	48. SUCCESS	(min)	1	2	3	4	5	(max)


IMPORTANCE/SUCCESS SURVEY
64 FACULTY
AUGUST 30, 1979
0
1
2
3
4
5
+ IMP.
* SUC.
NEED TO BORROW BOOKS
4.0
3.9
NEED TO BORROW JOURNALS
3.1
2.7
NEED TO BORROW AUDIO-VISUAL MATERIAL
3.1
4.1
NEED TO USE LIBRARY FOR COURSE PURPOSES
3.9
3.7
NEED LIBRARY FOR RESEARCH PURPOSES
3.3
2.5
NEED LIBRARY FOR GENERAL PURPOSES
3.5
3.1
NEED TO LOCATE SIMPLE FACTS
3.9
3.5
NEED TO LOCATE COMPLEX INFORMATION
3.5
3.2
NEED LIBRARIANS' ASSISTANCE IN OBTAINING BOOKS
4.2
3.0
NEED LIBRARIANS' ASSISTANCE IN OBTAINING JOURNAL ARTICLES
3.8
2.0
NEED LIBRARIANS' ASSISTANCE IN OBTAINING AUDIO-VISUAL MATERIALS
3.2
3.3
NEED LIBRARIANS' ASSISTANCE IN OBTAINING MATERIAL FROM OTHER LIBRARIES
3.9
2.3
NEED LIBRARIANS' ASSISTANCE IN OBTAINING SIMPLE FACTS
3.9
2.8
NEED LIBRARIANS' ASSISTANCE IN OBTAINING COMPLEX INFORMATION
3.7
1.7
NEED LIBRARIANS' ASSISTANCE IN USING THE CARD CATALOG
3.8
2.3
NEED LIBRARIANS' ASSISTANCE IN USING JOURNAL INDEXES AND OTHER AIDS
3.7
2.2
NEED LIBRARIANS' ASSISTANCE IN USING FACILITIES OR EQUIPMENT
3.9
2.9
NEED TABLES AT WHICH TO STUDY OR WORK
4.1
3.0
NEED INDIVIDUAL STUDY STATIONS
3.8
2.3
NEED GROUP STUDY ROOMS
3.2
3.4
NEED COPY MACHINES
3.5
2.2
NEED AUDIO VISUAL EQUIPMENT
3.0
2.7
NEED MICROFORM READERS
3.5
2.2
NEED MICROFORM PRINTERS
2.9
A33

MANCHESTER COLLEGE
FUNDERBURG LIBRARY
North Manchester, Indiana

STUDENT SURVEY for the LIBRARY SELF-STUDY

HELP

We need YOUR help--YOUR ideas, YOUR opinions, YOUR judgments--to help us improve our usefulness to you. Please take a few minutes of your time to mark and return this pre-addressed survey form.

CLASS STANDING: 45 Freshman 17.6% | 59 Sophomore 23.1% | 64 Junior 25.1% | 73 Senior 28.6% | 2 Other .8% | N.A. 11 4.3%

MAJOR (Declared or interest): (See below) **

What percent of your study and class preparation is done in the library? ___ %

0-5%=46 6-10%=32 11-30%=76 31-50%=38 51+%=50 N.A.=13

How many hours a week do you study in the library? ___ hours per week

0-5 hrs.=113 44% | 6-10 hrs.=60 24% | 11-15hrs.=32 12% | 16-20hrs.=17 7% | 21+hrs.=21 8% | N.A.=12

HOW WELL DO THE FOLLOWING FACILITIES MEET YOUR NEEDS?	VERY GOOD	ADEQUATE	POOR	NO ANSWER
A. Work and study tables	154 60.4%	89 34.9%	7 2.7%	5 2.0%
B. Work and study carrels or study stations	136 53.3%	94 36.9%	16 6.3%	9 3.5%
C. Copy machines	88 34.5%	127 49.8%	16 6.3%	24 9.4%
D. Microform readers	59 23.1%	107 42.0%	11 4.3%	78 30.6%
E. Tape and record listening areas	76 29.8%	110 43.1%	21 8.2%	48 18.8%

THANK YOU VERY MUCH. Now on the items below we are asking you for TWO sets of information. Please mark the first column, which asks you about YOUR needs. Then mark each item again in the second column, which tells us how well we are meeting your needs. There is space for comment after each item and we invite you to use it. Your voluntary comments may be very helpful to us.

HOW IMPORTANT TO YOU ARE THESE NEEDS? (Column 1) WHAT SUCCESS HAVE YOU HAD IN THE LIBRARY'S MEETING THESE NEEDS? (Column 2)

**NUMBER OF RETURNS IN GROUPS

Bus/Acc/Econ - 55
Educ & P.E. - 67
Other PAL Div - 9
Bio/Chem/Pre-Med & Pre-Dent. - 44
Other Sci Div. - 19
Soc/Soc. Work - 11
Other Soc Sci Div. - 19
Religion/Phil. - 1
Other Hum - 27
N.A. - 3

	COLUMN 1			COLUMN 2		
	VERY IMPORTANT	FAIRLY IMPORTANT	NOT IMPORTANT	GOOD	FAIR	POOR
1. Borrowing books COMMENT:	150 58.8%	85 33.3% N.A.=5 2.0%	15 5.9%	171 67.1%	69 27.1% N.A.=8 3.1%	7 2.7%
2. Borrowing journals COMMENT:	93 36.5%	95 37.3% N.A.=15 5.9%	52 20.4%	70 27.5%	89 34.9% N.A.=46 18.0%	50 19.6%
3. Using library for class preparation (supplementary reading, reserve reading, etc. COMMENT:	127 49.8%	105 41.2% N.A.=5 2.0%	18 7.1%	154 60.4%	71 27.8% N.A.=10 3.9%	20 7.8%
4. Using library collections of phonorecords and tapes COMMENT:	31 12.2%	80 31.4% N.A.=31 12.2%	113 44.3%	92 36.1%	61 23.9% N.A.=85 33.3%	17 6.7%

	VERY IMPORTANT	FAIRLY IMPORTANT	NOT IMPORTANT	GOOD	FAIR	POOR
5. Using library collections of slides, filmstrips, film loops, transparencies, mounted pictures, etc. COMMENT:	34 / 13.3%	55 / 21.6% N.A.=35 13.7%	131 / 51.4%	77 / 30.2%	66 / 25.9% N.A.=101 39.6%	11 / 4.3%
6. Using library for research (term papers, reports, etc.) COMMENT:	205 / 30.4%	41 / 16.1% N.A.=5 2.0%	4 / 1.6%	114 / 44.7%	99 / 38.8% N.A.=9 3.5%	33 / 12.9%
7. Using library for recreational reading COMMENT:	37 / 14.5%	87 / 34.1% N.A.=14 5.5%	117 / 45.9%	95 / 37.3%	62 / 24.3% N.A.=63 24.7%	35 / 13.7%
8. Locating information (book reviews, journal articles, bibliographies, government reports, etc.) COMMENT:	140 / 54.9%	89 / 34.9% N.A.=6 2.4%	20 / 7.8%	94 / 36.9%	117 / 45.9% N.A.=19 7.5%	25 / 9.8%
9. Locating information in card catalog COMMENT:	189 / 74.1%	52 / 20.4% N.A.=3 1.2%	11 / 4.3%	183 / 71.8%	59 / 23.1% N.A.=5 2.0%	8 / 3.1%
10. Needing a librarian's assistance in obtaining books and journal articles COMMENT:	89 / 34.9%	108 / 42.4% N.A.=10 3.9%	48 / 18.8%	146 / 57.3%	63 / 24.7% N.A.=35 13.7%	11 / 4.3%
11. Needing a librarian's assistance in obtaining interlibrary loans COMMENT:	55 / 21.6%	67 / 26.3% N.A.=30 11.8%	103 / 40.4%	85 / 33.3%	55 / 21.6% N.A.=105 41.2%	10 / 3.9%
12. Needing a librarian's assistance in using Reader's Guide and similar indexes COMMENT:	46 / 18.0%	86 / 33.7% N.A.=15 5.9%	108 / 42.4%	114 / 44.7%	61 / 23.9% N.A.=69 27.1%	11 / 4.3%
13. Needing formal instruction on how to use the library COMMENT:	59 / 23.1%	75 / 29.4% N.A.=12 4.7%	109 / 42.7%	114 / 44.7%	61 / 23.9% N.A.=58 22.7%	22 / 8.6%
14. Needing guidance on how to conduct a systematic library search geared to specific course requirements COMMENT:	74 / 29.0%	72 / 28.2% N.A.=22 8.6%	87 / 34.1%	74 / 29.0%	77 / 30.2% N.A.=80 31.4%	24 / 9.4%

MANAGEMENT QUESTIONNAIRE

The following questionnaire is designed to identify some strengths and weaknesses in the way the library is managed and operated. Presented below is a series of statements related to how the library is operated. You are asked to respond to each statement by circling the number which you feel most appropriately reflects how the library is operated.

Results will be used to develop and improve the library. All organizations have both strengths and weaknesses. Therefore, there are no right or wrong answers. The best answers are the ones you feel are most appropriate. You may also make comments at the end or on the back of any sheet.

Question	Response						
	False						True
1. Staff receive the information they need to do their job.	1	2	3	4	5	6	7
2. Staff are involved in important decisions related to their job.	1	2	3	4	5	6	7
3. Staff are given opportunities to expand their abilities and develop themselves.	1	2	3	4	5	6	7
4. Staff performance is evaluated fairly on the basis of effort and achievement.	1	2	3	4	5	6	7
5. The library is well organized so that each unit is able to function efficiently and effectively.	1	2	3	4	5	6	7
6. Staff are adequately informed about what is going on throughout the library.	1	2	3	4	5	6	7
7. Supervisors show trust and confidence in employees.	1	2	3	4	5	6	7
8. Staff who expand their abilities can expect to be given more challenging work.	1	2	3	4	5	6	7

Management Questionnaire
Page 2

9. When staff offer improvement suggestions, their ideas are discussed and used if feasible.	1 2 3 4 5 6 7
10. Roles and responsibilities in the library are clearly defined and communicated.	1 2 3 4 5 6 7
11. Staff members feel free to talk about job problems and offer solutions to them.	1 2 3 4 5 6 7
12. There are promotion opportunities for staff who develop themselves.	1 2 3 4 5 6 7
13. Supervisors set high standards and help staff achieve good performance.	1 2 3 4 5 6 7
14. Staff are given clear direction and prompt feedback on their work.	1 2 3 4 5 6 7
15. Duties are distributed equitably and fairly.	1 2 3 4 5 6 7
16. Staff are encouraged to speak out and discuss problems.	1 2 3 4 5 6 7
17. Supervisors look for ways of improving the performance of their units.	1 2 3 4 5 6 7
18. Staff receive the training they require to do a good job.	1 2 3 4 5 6 7
19. Personal development efforts are recognized and acknowledged.	1 2 3 4 5 6 7
20. Staff are given adequate authority to do their job properly.	1 2 3 4 5 6 7

SUMMARY SHEET OF MANAGEMENT QUESTIONNAIRE

A twenty-question survey to measure the management characteristics in the left column below was marked on a seven point scale, a low of one (1) to a high of seven (7). The questions pertaining to each characteristic were averaged on each return, and the returns were averaged according to the two groups in the center columns below. The last column is the combined average rating for each characteristic.

Five of seven forms were returned from the professional and support staff and sixteen of twenty-five from the student staff.

AREA TESTED	AVERAGE FOR PROFESSIONAL & SUPPORT STAFF	AVERAGE FOR STUDENT STAFF	OVERALL COMBINED AVERAGE
Communication	4.00	4.58	4.44
Leadership	5.25	5.42	5.38
Development	3.55	4.50	4.27
Supervision	4.85	5.08	5.03
Organization	4.70	4.97	4.90
Overall	4.47	4.91	4.80

LIBRARY SELF-STUDY - SURVEY OF STAFF

A39

Check the appropriate box

Administrative Staff	9
Residence Hall Staff	1
Security Staff	3
Food Service Staff	21
Office & Technical Staff	18
Physical Plant Staff	13
Part-time Coaching Staff	
Unidentified Staff	3

We are in the process of a library self-study and we need to survey all parts of our community. You are invited to respond to the questions below as fully as you can and drop it in the mail to the library, box 35. Thank you.

	0-4	5-10	11-
1. How many years have you worked for the College	39	16	13

2. Do you know that you may have a complimentary library card Yes 37 no 30 N.R. 1

3. Approximately how often do you use the library

Daily	Weekly	Monthly	Yearly	Never	N.R.
1	8	25	16	11	7

4. Is your use of the library primarily job-related Yes 10 No 45 N.R. 13

5. If your answer to number 4 is yes, have you been able to find the material you need,

Usually	Sometimes	Not at all
7	3	

Comment:

6. Are there services you wish the library to provide that are not presently available

yes 10 No 38 N.R. 20

Comment:

7. Services of the library that you have used.

	Great deal	Some	Never	N.R.
Borrow books	10	24	16	18
Use journals & newspapers	6	32	12	18
Reference	6	31	13	18
Interlibrary loan	0	7	29	32

Comment:

8. Have you ever suggested the library buy some specific title you would like to use

Yes 8 No 54 N.R. 6

Statement on Faculty Status Of College and University Librarians

Drafted by a committee of the Association of College and Research Libraries (ACRL), the Association of American Colleges (AAC), and the American Association of University Professors (AAUP).

As the primary means through which students and faculty gain access to the storehouse of organized knowledge, the college and university library performs a unique and indispensable function in the educational process. This function will grow in importance as students assume greater responsibility for their own intellectual and social development. Indeed all members of the academic community are likely to become increasingly dependent on skilled professional guidance in the acquisition and use of library resources as the forms and numbers of these resources multiply, scholarly materials appear in more languages, bibliographical systems become more complicated, and library technology grows increasingly sophisticated. The librarian who provides such guidance plays a major role in the learning process.

The character and quality of an institution of higher learning are shaped in large measure by the nature of its library holdings and the ease and imagination with which those resources are made accessible to members of the academic community. Consequently, all members of the faculty should take an active interest in the operation and development of the library. Because the scope and character of library resources should be taken into account in such important academic decisions as curricular planning and faculty appointments, librarians should have a voice in the development of the institution's educational policy.

Librarians perform a teaching and research role inasmuch as they instruct students formally and informally and advise and assist faculty in their scholarly pursuits. Librarians are also themselves involved in the research function; many conduct research in their own professional interests and in the discharge of their duties.

Where the role of college and university librarians, as described in the preceding paragraph, requires them to function essentially as part of the faculty, this functional identity should be recognized by granting of faculty status. Neither administrative responsibilities nor professional degrees, titles, or skills, per se, qualify members of the academic community for faculty status. The *function* of the librarian as participant in the processes of teaching and research is the essential criterion of faculty status.

College and university librarians share the professional concerns of faculty members. Academic freedom, for example, is indispensable to librarians, because they are trustees of knowledge with the responsibility of insuring the availability of information and ideas, no matter how controversial, so that teachers may freely teach and students may freely learn. Moreover, as members of the academic community, librarians should have latitude in the exercise of their professional judgment within the library, a share in shaping policy within the institution, and adequate opportunities for professional development and appropriate reward.

Faculty status entails for librarians the same rights and responsibilities as for other members of the faculty. They should have corresponding entitlement to rank, promotion, tenure, compensation, leaves, and research funds. They must go through the same process of evaluation and meet the same standards as other faculty members.[1]

On some campuses, adequate procedures for extending faculty status to librarians have already been worked out. These procedures vary from campus to campus because of institutional differences. In the development of such procedures, it is essential that the general faculty or its delegated agent determine the specific steps by which any professional position is to be accorded faculty rank and status. In any case, academic positions which are to be accorded faculty rank and status should be approved by the senate or the faculty at large before submission to the president and to the governing board for approval.

With respect to library governance, it is to be presumed that the governing board, the administrative officers, the library faculty, and representatives of the general faculty, will share in the determination of library policies that affect the general interests of the institution and its educational program. In matters of internal governance, the library will operate like other academic units with respect to decisions relating to appointments, promotions, tenure, and conditions of service.[2]

[1]Cf. 1940 *Statement of Principles on Academic Freedom and Tenure;* 1958 *Statement on Procedural Standards in Faculty Dismissal Proceedings*, 1972 *Statement on Leaves of Absence.*

[2]Cf. 1966 *Statement on Government of Colleges and Universities,* formulated by the American Council on Education, American Association of University Professors, and Association of Governing Boards of Universities and Colleges. ■■

Standards for Faculty Status for College and University Librarians

Adopted by the membership of the Association of College and Research Libraries, June 26, 1971, in Dallas, Texas.

With publication increasing at an exponential rate, with the variety of forms of publication proliferating rapidly, with significant scholarly and information material appearing in all the world's languages, with the bibliographical apparatus of many fields and subfields becoming increasingly difficult to use, with the growing sophistication of library and information technology, and with the development of academic libraries into large and complex organizations, the work of the academic librarian has become highly specialized and demanding.

The academic librarian makes a unique and important contribution to American higher education. He bears central responsibility for developing college and university library collections, for extending bibliographical control over these collections, for instructing students (both formally in the classroom and informally in the library), and advising faculty and scholars in the use of these collections. He provides a variety of information services to the college or university community, ranging from answers to specific questions to the compilation of extensive bibliographies. He provides library and information services to the community at large, including federal, state, and local government agencies, business firms and other organizations, and private citizens. Through his own research into the information process and through bibliographical and other studies, he adds to the sum of knowledge in the field of library practice and information science. Through membership and participation in library and scholarly organizations, he works to improve the practice of academic librarianship, bibliography, and information service.

Without the librarian, the quality of teaching, research, and public service in our colleges and universities would deteriorate seriously and programs in many disciplines could no longer be performed. His contribution is intellectual in nature and is the product of considerable formal education, including professional training at the graduate level. Therefore, college and university librarians must be recognized as equal partners in the academic enterprise, and they must be extended the rights and privileges which are not only commensurate with their contributions, but are necessary if they are to carry out their responsibilities.

In order to recognize formally the college or university librarian's academic status, the Association of College and Research Libraries and the American Library Association endorse, and urge all institutions of higher education and their governing bodies to adopt, the following standards for all academic librarians:

1. *Professional responsibilities and self determination.* Each librarian should be assigned general responsibilities within his particular area of competence. He should have maximum possible latitude in fulfilling these responsibilities. However, the degree to which he has fulfilled them should be regularly and rigorously reviewed. A necessary element of this review must be appraisal by a committee of peers who have access to all available evidence.
2. *Library governance.* College and university libraries should adopt an academic form of governance. The librarians should form as a library faculty whose role and authority is similar to that of the faculties of a college, or the faculty of a school or a department.
3. *College and university governance.* Librarians should be eligible for membership in the academic senate or equivalent body at their college or university on the same basis as other faculty.
4. *Compensation.* The salary scale for librarians should be the same as that for other academic categories with equivalent education and experience. Librarians should normally be appointed for the academic year. If a librarian is expected to work through the summer session, his salary scale should be adjusted similarly to the summer session scale of other faculty at his college or university.
5. *Tenure.* Librarians should be covered by tenure provisions the same as those of other faculty. In the pretenure period, librarians should be covered by written contracts or agreements the same as those of other faculty.
6. *Promotion.* Librarians should be promoted through ranks and steps on the basis of their academic proficiency and professional effectiveness. A peer review system similar to that used by other faculty is the primary basis of judgment in the promotion process for academic librarians. The librarians' promotion ladder should

have the same titles, ranks, and steps as that of other faculty.

7. *Leaves.* Sabbatical and other research leaves should be available to librarians on the same basis, and with the same requirements, as they are available to other faculty.
8. *Research funds.* Librarians should have access to funding for research projects on the same basis as other faculty.
9. *Academic freedom.* Librarians in colleges and universities must have the protection of academic freedom. Library resources and the professional judgment of librarians must not be subject to censorship.

To implement these standards, the Association of College and Research Libraries and the American Library Association will:

1. Publicize these standards to all colleges and universities and their libraries, all library schools, all library organizations, all higher education organizations, and all agencies which accredit academic institutions.
2. Seek to have these standards formally adopted or endorsed by all colleges and universities and their libraries, all library schools, all library organizations, all higher education organizations, and all agencies which accredit academic institutions.
3. Investigate all violations of these standards which are reported by members of the Association of College and Research Libraries. Such investigations will be coordinated and supervised by the Committee on Academic Status of the Association of College and Research Libraries.*
4. Invoke the following sanctions against institutions of higher education which are found, after such investigation, to be in violation of any or all of these standards:
   a. Publicize the violation and the institution concerned in *CRL News* and other appropriate publications.
   b. Refuse to accept advertisements in any ALA publication for positions at that institution.
   c. Discourage its members from accepting employment at that institution, through notices in its publications and other means.

A reasonable amount of time—three to five years—should be provided college and university libraries which do not currently conform to any or all of these standards, to enable them to do so. However, no such grace period should be provided to libraries which currently do conform, either wholly or in part, and which seek to deny or withdraw any such rights and privileges.

*The Committee on Academic Status receives, from individuals, reports of potential violations of these standards and recommends appropriate action to the ACRL Board of Directors. Requests for assistance from individuals who allege that violations of these standards have occurred are within the jurisdiction of the ALA Program of Action for Mediation, Arbitration, and Inquiry, and should be directed to the Executive Director of the American Library Association. ■■

Single reprint copies of these standards are available from the ACRL Office, 50 E. Huron St., Chicago, IL 60611. Multiple copies are 20¢ each.

Two-Year Guidelines in A-V Format

The "Guidelines for Two-Year College Learning Resources Programs" (*CRL News*, December 1972), prepared and approved in 1972 by ACRL, the American Association of Community and Junior Colleges, and the Association for Educational Communications and Technology, are now illustrated in an audiovisual presentation. The program, prepared by the AACJC/AECT/ALA(ACRL) Joint Committee on Learning Resources Programs, is intended for use by educators and lay persons. It will also be useful in in-service programs for learning resources personnel.

The presentation is available either as a synchronized audio cassette/slide program or on a ¾-inch U-Matic color video cassette. It can be obtained on interlibrary loan from the ALA Headquarters Library. Arrangements have been made with Johnson County Community College, in Overland Park, Kansas, to furnish copies for sale to those who prefer to purchase the program. Since the presentation is not copyrighted, it may be duplicated by the borrower or purchaser.

Interlibrary loan requests should be addressed to: ALA Headquarters Library, 50 E. Huron St., Chicago, IL 60611. Purchase orders (slide/tape, $25.00; video cassette, $27.50) should be addressed to: Educational Media Center, Johnson County Community College, 111th & Quivira Road, Overland Park, KS 66210. All requests should specify the format desired.